
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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No. 3

Scanning the New Manual

By Charles L. Swem

IF you have ever seen an oyster being dissected in a zoölogy class, you can understand what it is to be a laboratory subject for a shorthand system. Maybe the simile would be better if I were to liken myself to one of these dangling dummies used during a football campaign, upon which new plays and tackles are practised by the squad. For, during two revisions of the Gregg Manual, I have been the dummy—the oyster, the cadaver, or whatever you will—upon which every change in the system has been “tried” in the laboratory.

Suggestions Put to Test

If some enthusiastic Greggite away off in Australia had a new suffix to suggest; if a budding reporter in the Middle-West thought up a promising phrase and sent it in; or if some harassed teacher wanted to know why her outline for “exacerbate” wasn’t better than Mr. Gregg’s—why, it was a simple matter to test it out and find out who was right. Just try it on George! The next morning the new outline would be sent me by Mr. Gregg with the suggestion that I add it to my writing vocabulary, “take” it at two or three hundred words a minute, and then report on what happened. Was it *writable*?

Did it place an undue burden on the hand or the head? And was it readable?

If it “stood up” under speed and could be read afterward it was worth consideration, though not necessarily adoption. A more important test it had to meet was this one: Was it in accord with the genius of the system? In other words, was it simple and logical enough to be made part of the average shorthand vocabulary without taxing the mind beyond its capacity or the hand beyond its ability? For speed in shorthand, it must be remembered, consists not in “new” outlines or in an imposing array of expedients, but rather in consistency of outline and simplicity.

No Fundamental Changes

As the chief subject of the speed laboratory, I have tried, I believe, every possible change that can be wrung upon the system. From the standpoint of a speed writer, I have taken the system apart, looked at the works, and then proceeded to put it together again, convinced that it was assembled right in the first place. A few pet outlines of mine have found their way into the system, but the thing that has always impressed me is the remarkably few meritorious variations that I or anybody else has been able to add to the original system.

We may see such things as the *men* blend becoming "men" instead of "man," as in the new Manual, or "every" sporting an extra *e*, but changes such as these are not fundamental. They do not go to the roots of the system. They are simply responses to modern trends, concessions to experience as determined in the laboratory and the business office. The vowel scale, the consonantal structure, and the blends, all the basic elements have remained the same for forty-one years, since the day the system was born. Yet few things in education have shown more vitality of growth.

A Pioneering Step

The new Manual is a striking case in point. Here, without departing from the basic structure of the system, is a text that is so radical in scope and construction that it is pioneering.

I am one of those who regret the passing of the old Manual, but solely on sentimental grounds. For years in my speed work, I have thumbed its pages and practised its outlines, until I could almost recite it paragraph by paragraph. But I recognize that the old Manual, like many another landmark, has outlived its day. The pedagogy of shorthand has undergone a change in ten years, and a vast accumulation of knowledge has been gathered on the subject. We now know more than we did about basic vocabularies, and the psychology of the mind in acquiring words and learning to apply them in dictation.

"Short-Cuts" Not Always Speedy!

I am reconciled to the change in the presentation of the system as embodied in the new Manual, chiefly because I see there put into practice many of the things that have been brought out in the speed laboratory. For years many of us in the speed department worked on the theory that speed was abbreviation, that in order to write fast we had to lop off endings, shorten word-signs, and adopt a long list of expedients for the commoner words and phrases. If the work in the speed laboratory proved anything at all, it thoroughly demonstrated the fallacy of this early idea. We did acquire some useful phrases from the experience, particularly valuable in the technical field of court reporting, but this tendency toward short-cuts as a general speed aid was soon discovered to be the absolute reverse of speed-building.

Under Stress the Mind Goes Back to First Principles

One of the major tenets of speed we found to be this: That under stress the mind tends to return to the primitive, or the simple. This,

we are told, applies to all human activity. Certainly in the speed laboratory we found it true of shorthand. We discovered over and over again that however perfectly we learned our expedients—expedients that took little account of the genius of the system, but were arbitrarily designed for speed purposes alone—however well we came to know them, when the speed got to the point where we needed every bit of concentration that we could command, our mind would slough off all these laboriously-acquired short-cuts and we would find ourselves writing the first forms we ever learned, those of the textbook. And we were writing them faster and getting more of them down than we thought possible, simply because our mind, suddenly freed of the stress of constantly thinking of something arbitrary, was the better able to concentrate on the more important problems of hearing and context.

Simplicity Spurs Speed

We discovered—somewhat to our surprise—that shorthand was written with the mind, and not with the hand. The hand must, of course, be trained to function swiftly and accurately, but the training of the hand is purely mechanical. Furthermore, the hand has been trained along similar lines since childhood, in the writing of longhand, for instance. But speed lies in that delicate function of coördination between the mind and the hand, a function that is guided entirely by the mind. Anything that tends to make the mind hesitate, or to confuse it—as, for instance, the recalling of an arbitrary short-cut on the spur of the moment—affects that coördination, throws it out of gear for the moment, with disastrous results, as every speed writer knows.

Aids Legibility

Needless to say, too, the more primitive and consistent outline is the more easily read. The expedient is invariably short, usually but a bare skeleton of the word or the phrase to be indicated, and is particularly subject to distortion. In all speed work, when the writer is laboring at his top speed, be it one hundred words a minute or two-hundred eighty, the outlines are necessarily distorted. The long outline will take a great amount of distortion and still be readable, whereas the slightest variation from the perfect in the case of the expedient is usually fatal. Expedients must be written perfectly to be of value, and it is next to impossible to be sure of writing anything perfectly at one's top speed.

Thus I, for one, welcome the definite trend of the new Manual toward the longer outline, for from experience I know it to be the trend of speed and accuracy. I welcome such changes particularly as *e-v-e* for *every*, the adding of

the extra *e* to words like *clearly* and *fully*, *oft* for *after*, and many others like them, for they are the outlines that have been used in the speed department for years.

Unburdening the Mind

The dropping of many of the disjoined prefixes and suffixes is another concession to the genius of the system that has been proved in the speed laboratory; as well as the discarding of the expedient of proximity for the indication of *of the*, etc. It is very difficult in fast writing to indicate words by proximity. It cannot be done with certainty, and, in addition, it is an element of confusion—another unnecessary burden upon the mind. It is much simpler and faster to write the words as spoken, thus maintaining normal rhythm of the mind and hand. These expedients could never be employed entirely mechanically. They require a definite thought to execute them each time, and they are not worth that extra thought. They should always be written as we have learned to write them in the first lessons, without burdening our minds with arbitrary rules of when and where to omit them.

Nearer Consistency of Outline

Another welcome feature of the new Manual is the tendency toward an even greater consistency of outline throughout the system. "One outline for one word" is one of the foremost tenets of speed and accuracy. It is the ideal, and the nearer we approach it the less confusion there is in writing, and therefore the greater speed. Similarity of endings and the maintenance of root forms in the new Manual has brought the ideal closer to actual practice.

All these changes, it will be observed, are toward the simple rather than the arbitrary or complex. They meet the progress of the times and embody the results of research and experience. I personally have seen all of them subjected to the rigid test of speed, both in the laboratory and in the national speed contests; and the very fact that the only changes thought necessary on the part of the author of the system are those which bring the system back more nearly to its original simplicity and consistency, is to me the most conclusive evidence of its inherent power and worth.

The New Approach

To the teacher and the student of pedagogy, however, the new Manual must make its greatest appeal in its newness of approach and construction. For many years, sitting in at conventions and round tables, it has seemed to me that there has been a great deal of talk about research, but that nothing practical has

been done about it. Great collections of data have been gathered by ambitious workers, thesis writers and others, data that are undoubtedly valuable if made use of. Sometimes it has seemed that our newly-acquired passion for research has been a fad, to be indulged in for its own sake. For until now very little of it found its way into practical use.

Based on Vocabulary Researches

The new Gregg Manual is the first major text to recognize and make use of the many valuable studies that have been made in scientific pedagogy and basic vocabularies. It is probably at this moment the only major shorthand text that can be considered up-to-date. In the past shorthand has been treated too frequently as a subjective study, rather than as one of the skill subjects. Texts have usually conformed to the subjective idea, with the result that the skill of the student has never kept pace with his abstract knowledge of the system.

Shorthand a Skill Subject

It has usually taken much longer to write shorthand than it has to *learn* it. The business world today is full of shorthand writers who know their system well enough, but who have not the skill or the coördination necessary to write it at the required speed. Teachers, too, are invariably more adept at presentation of the subject than they are at demonstrating it. In what other field of skills can you find the instructor unable to do himself what he undertakes to teach? Why shouldn't the teacher of a skill subject be personally able to demonstrate his craft to his students? What better means of instructing than showing? If you were to seek to learn craftsmanship of any sort, you would go to a craftsman for instruction, not to a theologian, or a Ph.D. Shorthand is a craft. It requires skill as well as knowledge; and presented as a skill subject, in the hands of one able to visualize and teach it as such, there is no limit to what can be accomplished with it in the classroom.

Presented Scientifically

I, of course, do not expect to see teachers, under the stimulus of the new Manual or anything else, suddenly become practical writers, able to put into practice themselves what they are teaching; although it is not beyond hope that some day this will be the rule. For the present, it is perhaps sufficient that their teaching power will be materially enhanced by the aid of a text that not only definitely stamps the study as a skill subject, but is the very last word in scientific construction and presentation.

Skilled for Service

By Mrs. Sadie Wilcox Coleman

Phoenix Union High School, Phoenix, Arizona

IF it were true that the business of schools and colleges is to turn out skilled men only, then technical knowledge scientifically imparted would be the sole obligation of the teaching force of the world. But, second only to God's master sculptor—Parenthood—should Education rank in the chiselling and moulding of men.

Our Opportunity

To the teacher who realizes to the fullest depth the possibilities open to her as a Life sculptor, it might seem a providential plan that in fitting young men and young women for Life's service the germs of moral and spiritual instincts are nurtured as well. It is through this same wise provision that as the work of the former sculptors of Life is being made to radiate through us, so must the skill with which we chisel and mould the young life of today be made to show its response through the degree of service or success of the young people under our supervision.

Although each department may feel justified in laying claim to first place for the course which it is teaching in moulding students for the bigger services of Life, it is also fortunate that the outcome of this grave responsibility cannot be made to trace its success or failure very definitely to any one educational department.

A generation or two ago the World's educational eyes were centered on the cultural subjects, but today's definition of an educated man is a man "Skilled for Service."

A Different Point of View

As the possibilities for success in each vocational avenue cannot be touched upon here, may we not direct our attention to both the teacher and student in the learning process of shorthand, and how it can be used as a Life chiselling instrument. Many worthwhile articles have been written and are to be found in the scores of educational books and maga-

Mrs. Coleman is well known as a commercial teacher in the Phoenix Union High School, Phoenix, Arizona, and she has in this article woven the essentials of good teaching of business subjects into a very interesting and helpful form.

We are indebted to Mr. A. E. Bullock, Supervisor of Commercial Education, Los Angeles City Schools, and Instructor in Commercial Education in the Summer Session of the University of Southern California, whose classes Mrs. Coleman attended this summer, for calling our attention to Mrs. Coleman's paper.

Not the least indicative of the splendid spirit and results that characterize Phoenix Union High School is the symbolic drawing made to accompany this article, by Mr. H. C. Mosher, one of Mrs. Coleman's students. It appears as our frontispiece this month.

—Editor

zines along the line of lesson plans and presentation, but the vital point—soul-interest—is not often touched upon.

Steps to Success

The self-explanatory chart "Skilled for Service," the frontispiece of this issue, is one which was designed by a teacher and used in the shorthand classroom for inspirational purposes.

In following this climb through the arch of Service and out along Life's roadway to the sunshine of Success, it would be impossible to tell which of Character's building steps are of the greatest importance. We begin, however, with *efficiency* as the first step. It would seem that the teacher's familiarity with her subject is of paramount importance if a like result is to be attained through her students.

Inspiration

Second, perhaps, in importance is the power to inspire each student with an unquenchable desire for the development of his own inborn possibilities. His success is assured when he can be made to realize that the diamond fields of Life's prizes lie within his own soul and the stones can be polished only by the wheels of industry, integrity, and service; when he can be led to know that the joy of climbing Life's mountain is not to be found alone at the summit, but in enjoying the scenery all along the way, and in giving a helping hand to a fellow-climber. Can we not teach our students to realize that the highest pinnacle of Life's success is reached only when the soul's greatest joy comes from the knowledge of a service well rendered?

So often, especially inexperienced teachers are heard to ask, "How often shall I have my students write a given assignment?" If students are practising for their teacher, *one* time through the assignment will be sufficient. But, if they can be shown that they are studying for their own development and mastery, no given number of times need be specified.

I have known students, so interested, to come triumphantly to class with thirty pages of practice work voluntarily done, yet a teacher would be more than unjust who would make an assignment of that length. Several mental impressions in a minute and repeated again in another, is better and produces greater accuracy than staying with one outline too long.

Students should be taught that shorthand half-learned is worth eight dollars a week—perhaps nothing, for a stenographer half-equipped cannot hold a position for long—but that there is no limit to the possible height of the climb of the one who is efficient. Examples of those who have attained success, having started their business careers in the stenographic field, never fail to stimulate the student to greater effort.

Enthusiasm

Enthusiasm, though placed as a third step in the teacher's guiding influence, cannot be considered of less importance than are efficiency and inspiration. In shorthand, without the radiation of enthusiasm, the student's interest soon lags.

Leadership

In no subject is there greater need for stressing the importance of *Leadership* than in the teaching of shorthand. It is a subject where the most successful teaching attitude is, "Come, let us all do this together." A student's confidence in the teacher's ability is strengthened when he does efficiently what he is trying to teach. A frank honesty in his example and cheerful willingness makes the pupils even more anxious to do the work perfectly for themselves.

Any skill subject where much drill is necessary needs to be tactfully handled to avoid the feeling of monotony, yet, if done along constructive lines, to most students it becomes fascinating. The wise teacher watches for the best and never the poorest outline on a page, with such encouragement as, "This is splendid, let us make some more outlines like this one." Every student in the class will follow the leadership of encouragement, but most of them will try to keep the teacher from seeing their work if once told it is poor.

Though shorthand is considered a subject of never-ending practice, scores of students are heard to say, "Shorthand is my favorite subject, and my class period is the shortest in the day." Follow any of these students back to the classroom and you will find there a teacher who has no time for sarcasm or a discouraging remark. Her motto, if translated from her attitude, is "Forward and upward."

Use the Blackboard

The blackboard, though it has been said to be of use only to the lazy teacher, is in reality a most valuable assistant in training shorthand students. Correct outlines daily placed before them give the students the benefit of the impressions through the eye, which is a dependable educator. Through allowing the students to work at the board, the teacher is enabled to vary the program and to know better how to assist them over their points of difficulty.

The transition period which is dreaded by most teachers of shorthand is practically unknown to the teacher who *leads* her students through dictation drills. They take it for granted that words and principles are going to occur in sentences. No teacher in the grades would attempt to teach mathematics by teaching merely the tables governing the four fundamental processes and expect students to be able to work all kinds of problems. Each process is strengthened and made secure in the minds of the pupils by repeated drills and problems emphasizing the application of the points to be learned. Much the same principle applies to shorthand. Repeated drill and weaving the lessons into use from the beginning doubles the retentiveness and facility in writing.

In the early stages of dictation and easy letter writing, it has been found beneficial for the teacher to write at the board as she dictates to the students. This has been found an excellent way to build up speed and accuracy. After allowing the students to write each sentence at least twice to become familiar with the outlines, they find great joy in getting the entire letter down in their best penmanship in the least possible time. They begin to feel that they are climbing to great heights when they develop a good rate of speed on this practised matter, and even the dread of dictation on new material is eliminated.

Self-Control

Self-Control and *Patience* might be synonymously mentioned, for nowhere is there greater need for both than in the shorthand theory classroom. It is well to remember that those just beginning shorthand have had little previous foundation other than their general accumulation of knowledge.

Encouragement

The opportunity for giving encouragement is often an opportunity for planting the seed of inspiration. A scrapbook containing inspirational clippings is not out of place even in a shorthand classroom. When a teacher senses the element of discouragement creeping in, time is not lost in taking five minutes of

the class period from the cold, hard drill on curves and hooks to read to them of the youth, mentioned in Mr. Spillman's book, "Personality," who was told by his teacher that he was not capable of learning a shorthand system. It was through his undying perseverance that this young man later became a court reporter in the City of New York at a salary of six thousand dollars a year.

In contrast to this is the account of William J. Sidis, a brilliant young man, a prodigy, who at the age of seven passed the Harvard entrance examination and at the age of ten lectured in that institution on the fourth dimension to a class in mathematics. He had mastered six languages and was apparently the intellectual wonder of the age. He later failed in various undertakings and at twenty-six was working as a statistical clerk in an office in New York City at a salary of twenty-three dollars a week. He refused to do work that required of him any thinking.

Through these two extreme cases, perseverance, and brilliancy unapplied, a sermon is tactfully preached, and it is always interesting to note the reaction. Even the weaker student begins to visualize a six-thousand dollar salary after being made to realize that another who "could never learn shorthand" attained his goal through perseverance.

That Mental Arch

As the entire world is awakening to the contagion of a mental atmosphere, few will dispute the power for success through her students the teacher will have if her climb with them is made over the steps of Efficiency, Inspiration, Enthusiasm, Encouragement, Leadership, Self-Control, Patience, Poise.

The Students' Steps

As for the students' participation in any study, it seems needless to say that good health is most essential, and when Accuracy, Alertness, Cooperation, Perseverance, Neatness, Dependability, Loyalty, and Industry are daily woven into their lives and work, can the result be other than that toward which we are trying to lead them? Surely these are not only necessary steps in the building of character, but divine instruments supplied for our use in the moulding of human lives.

The Capitals of the Columns

Faith and Love, though placed as the last requisites, should be the dominant force behind every step taken. Love, through the Creative plan, is the world's greatest power for accomplishment. Love for one's work and for one's students is a teacher's open channel for leading them to greater faith in themselves,

and faith in the little spark of the Divine within them to realize any success according to their degree of effort.

The six months' baby responds to love, the six-year-old child is comforted by it, the sixteen-year-old boy or girl is led to greater accomplishments under the influence of its radiation.

I know the need of the world,
Though it would not have me know.
It would hide its sorrow deep,
Where only God may go.
Yet its secret it cannot keep;
It tells it, awake or asleep.
It tells it to all who will heed.
And he who runs may read.
The need of the world I know.

The need of the world is Love.
Deep under the pride of power,
Down under the lust of greed
For the joys that last but an hour,
There lies forever its need.
For Love is the law and the creed,
And Love is the unnamed goal
Of Life, from man to the mole.
Love is the need of the world.



Southern Teachers to Meet this Month

GOT your ticket? The Southern clan will be gathering in convention at Chattanooga, November 29 and 30. The railroads have granted reduced fares on the certificate plan, and the Read House (convention headquarters) and all the other hotels are offering attractive rates. They are expecting a big crowd, for this is the first get-together for some time.

The local committee, headed by Mr. C. W. Edmondson (Edmondson School of Business, Chattanooga), is planning a royal welcome!

Departmental meetings for both high school and private school teachers will be held in addition to the general sessions, and the National Association of Accredited Commercial Schools for Region 5 (Alabama, Florida, Georgia, Kentucky, Mississippi, and Tennessee) will meet concurrently with the S. C. T. A. so that members can attend both.

Details about the Accredited Schools meeting can be had from Mr. J. L. Harman, the vice-president (Bowling Green, Kentucky, Business University), or from Mr. Willard J. Wheeler, the regional chairman (Wheeler Business College, Birmingham), both of whom will be present.

We have seen only a partial list of the speakers for the Southern Commercial Teachers' Association, but their names presage a worth-while program. Be sure that the secretary, Miss Margaret B. Miller (Wheeler Business College, Birmingham, Alabama) has you on the mailing list if you have not yet received full details.

International Congress on Commercial Education

Amsterdam, Holland, September 2 to 5, 1929

Report by Lloyd L. Jones

Official Delegate, United States Government, and Secretary of the American Delegation



Chairman of Delegation before
the Queen's Palace
Mr. John R. Gregg

THE International Congress on Commercial Education was held in Amsterdam, Holland, September 2 to 5, 1929. The meeting was not only of great interest to commercial teachers, but also to the members of trading and commercial circles.

Business Also Represented

Of course, colleges and schools of commerce were represented, but delegates also came from such representative organizations of business men as chambers of commerce of several countries and many cities, shipping boards, credit men's associations, workmen's organizations, etc.

History of the Congress

The Congress was made possible by a grant from the Dutch Government under the patronage of their Excellencies the Minister of Foreign Affairs, the Minister of Labor, Commerce and Industry, and the Minister of Education. Further financial support was rendered by the Amsterdam Chamber of Commerce and other Dutch chambers. Before plans for the Congress were definitely completed, the invitation of the Dutch Government was accepted by the Governments of China, Czecho-Slovakia, Denmark, France, Germany, Great Britain, Greece, Mexico, Paraguay, Switzerland, and Jugo-Slavia, and all of them immediately appointed official delegates to the Congress. However, by the time of the Congress, there were delegates and members from twenty-one additional countries: Austria, Belgium, Brazil, Canada, Chile, Ecuador, Spain, Esthonia, Finland, Hungary, Dutch East Indies, Italy, Japan, Norway, Netherlands (Holland), Poland, Portugal, Sweden, United

States, Uruguay, and Venezuela. Although this totals only thirty-two nations, the official report stated that thirty-seven were represented.

Up to the beginning of the Great War, ten such Congresses were held—at Bordeaux (1886), Paris (1889), Bordeaux (1895), London (1896), Antwerp (1898), Venice (1899), Paris (1900), Milan (1906), Vienna (1910), and Budapest (1913).

Of course, the war also interrupted the International Association for Commercial Education, but this organization was reestablished and, at a meeting in Zurich in 1926, the National Society for Commercial Education of Holland was instructed to organize the International Congress for Commercial Education to be held September 2 to 5, 1929.

Apparently up to the time of the War, the International Association for Commercial Education functioned in Europe much as the National Commercial Teachers' Association does in the United States. Then the International Congress was conducted much along the lines of the annual convention of the N. C. T. F. But now commercial education has broadened out and includes many more people and countries. It was most enlightening and encouraging to see the West and the East, the North and the South meet on common ground, recognizing that not only trade and commerce but also education for them are truly matters of international concern.

In Europe, particularly, many people in the commercial world, managers, business men, and officials of societies of clerks and administrative workers have taken great interest in the International Association and always have sent delegates to the International Congresses. It was a matter of considerable moment to the Congress to note that several business organizations of the United States had sent delegates, namely, The United States Chamber of Commerce, The National Association of Credit Men, and The American Management Association.

Delegation from the United States

Although the original list of individuals who were designated as delegates of the United States Government to the Congress numbered thirteen, only seven were able to attend. These delegates held a meeting and elected a chairman who would officially represent the group,

speak for them and also act as Vice-President of the Congress. A Vice-Chairman and Secretary of the delegation from the United States were also elected. The list of attending official delegates follows:

<i>Official Delegate of U. S.</i>	<i>Address</i>	<i>Also representing</i>
John R. Gregg, Chairman	The Gregg Publishing Co., New York City	U. S. Chamber of Commerce
Leverett S. Lyon, Vice-Chairman	The Brookings Institution, Washington, D. C.	
Henry Rand Hatfield	Professor of Accounting, Dept. of Economics, University of California, Berkeley, California	
Thomas H. Healey	Asst. Dean, School of Foreign Service, Georgetown University, Washington, D. C.	
Miss Eva M. Jessup	Asst. Supv., Com'l Educa., Board of Education, Los Angeles, California	
Clay D. Slinker	Director, Business Education, Des Moines, Iowa	
Lloyd L. Jones, Secretary	Formerly Asst. Commissioner, Board of Education, Cleveland, Ohio	National Assn. of Credit Men

Those U. S. delegates unable to attend:

<i>Name</i>	<i>Address</i>
W. J. Donald	Director, American Management Association, New York City
Emory R. Johnson	Dean, Wharton School of Commerce, University of Pennsylvania, Philadelphia, Pennsylvania
John G. Kirk	Director, Commercial Education, Philadelphia, Pennsylvania

<i>Name</i>	<i>Address</i>
Louis K. Manley	Dean, School of Business Administration, University of Pittsburgh, Pittsburgh, Pennsylvania
Ralph E. Heilman	Dean, School of Commerce, Northwestern University, Chicago, Illinois
C. M. Yoder	Director, Commercial Courses, State Teachers College, Whitewater, Wisconsin

The following teachers also were present:

Mrs. Frances M. Butts	Dept. of Business Practice, McKinley Technical High School, Washington, D. C.
Miss Annie C. Woodward	President, Mass. State Teachers Assn., High School, Somerville, Mass.

Greetings from United States Chamber of Commerce

One of the outstanding features of the Congress was a cablegram to Mr. John R. Gregg, chairman of the American delegation, from Mr. Julius H. Barnes, chairman of the Board of Directors of the United States Chamber of Commerce. President Boissevain was so impressed by it that he asked Mr. Gregg to read it before the Congress.

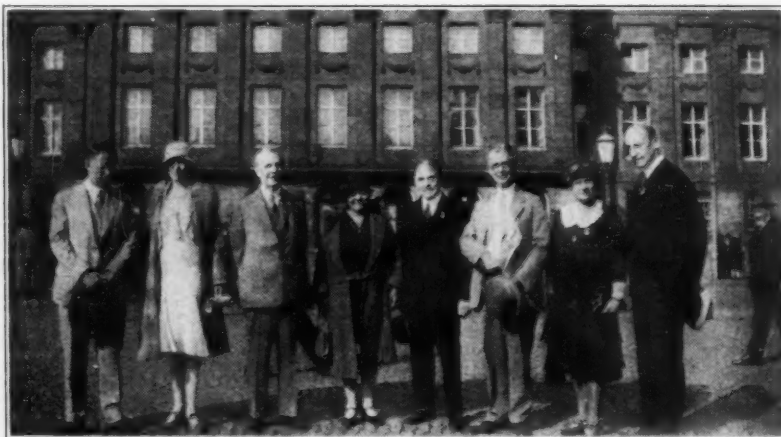
New York, September 2, 1929.

John Robert Gregg,
International Congress for Commercial Education,
Colonial Institute, Amsterdam, Holland.

The Chamber of Commerce of the United States of America sends greetings to the eleventh International Congress on Commercial Education.

Through cooperative effort—pooling experiences, checking and evaluating results, and establishing procedure and technique—notable progress has been made in recent years in the conservation of resources, both material and human.

Much remains to be done, however, and a most promising field for added progress is the one to



The American Delegation in Square before the Queen's Palace
(Left to right) Mr. Jones, Miss Jessup, Mr. Gregg, Mr. Hatfield, Mr. Slinker, and Dr. Lyon, with two unofficial visitors—Mrs. Butts, and Miss Woodward

which your attention is now directed—coöperation between education and industry.

The school training of the boys and girls of today will be reflected in the conduct and the success of the business of tomorrow.

The efficiency of education and the welfare of business are inevitably bound together; progress in one is progress in the other.

May good results attend your efforts and deliberation.

Julius H. Barnes,
Chairman, Board of Directors,
U. S. Chamber of Commerce.

Invitation from the United States

Another interesting example of the adjustment of a world to rapidly developing sciences which annihilate distances and make us more world-minded was a telephone call from New York. In Amsterdam it was quite startling to hear a page shouting, "Telephone call for Mr. Gregg. New York on the wire." Here we were three thousand miles away and the former New Amsterdam of America was telephoning to the Old Amsterdam of Europe. It made us think that the world would be a great deal safer if we had more International Congresses.

The telephone call was for Mr. Gregg as American delegation chairman, and it was from Dr. George J. Ryan, president of the Board of Education of New York City.

After a personal greeting by Dr. Harold C. Campbell, associate superintendent of New York City schools, Mr. Ryan extended his greetings and requested Mr. Gregg to convey to the Congress best wishes and heartiest congratulations. He was delighted to learn that over five hundred delegates and members were in conference and that thirty-two nations were represented.

"We who are responsible for education in New York," he said, "have a full recognition of the growing importance of commercial education, and we know the benefits that can be derived from discussions in which experts and enthusiasts from so many nations are engaged. The final result is bound to be helpful to everyone. We in New York will await with keen interest the report on your deliberations, which cannot fail to have a special significance and be of great value to those who are at the very heart of commercial and industrial activity. The greatest need of today is closer coöperation between business and the schools.

"I believe the International Congress will be a distinct help toward bringing about a recognition of the problems that confront us and in furnishing a correct solution to them.

"Please convey to the Congress our hearty good wishes for success."

Mr. Ryan closed his message with an invitation to the Congress to hold its next meeting in New York.

Plan of the Congress

The Congress was a model of efficiency, hospitality, and thoroughness; it will always remain in the minds of the delegates as a mon-

ument to the thing for which the delegates stand—namely, commercial education. Planning, careful printing, and painstaking attention to every detail were evident on every hand. Not only was everything planned, but it had to be produced, directed, printed, and reported in three official languages—English, French, and German.

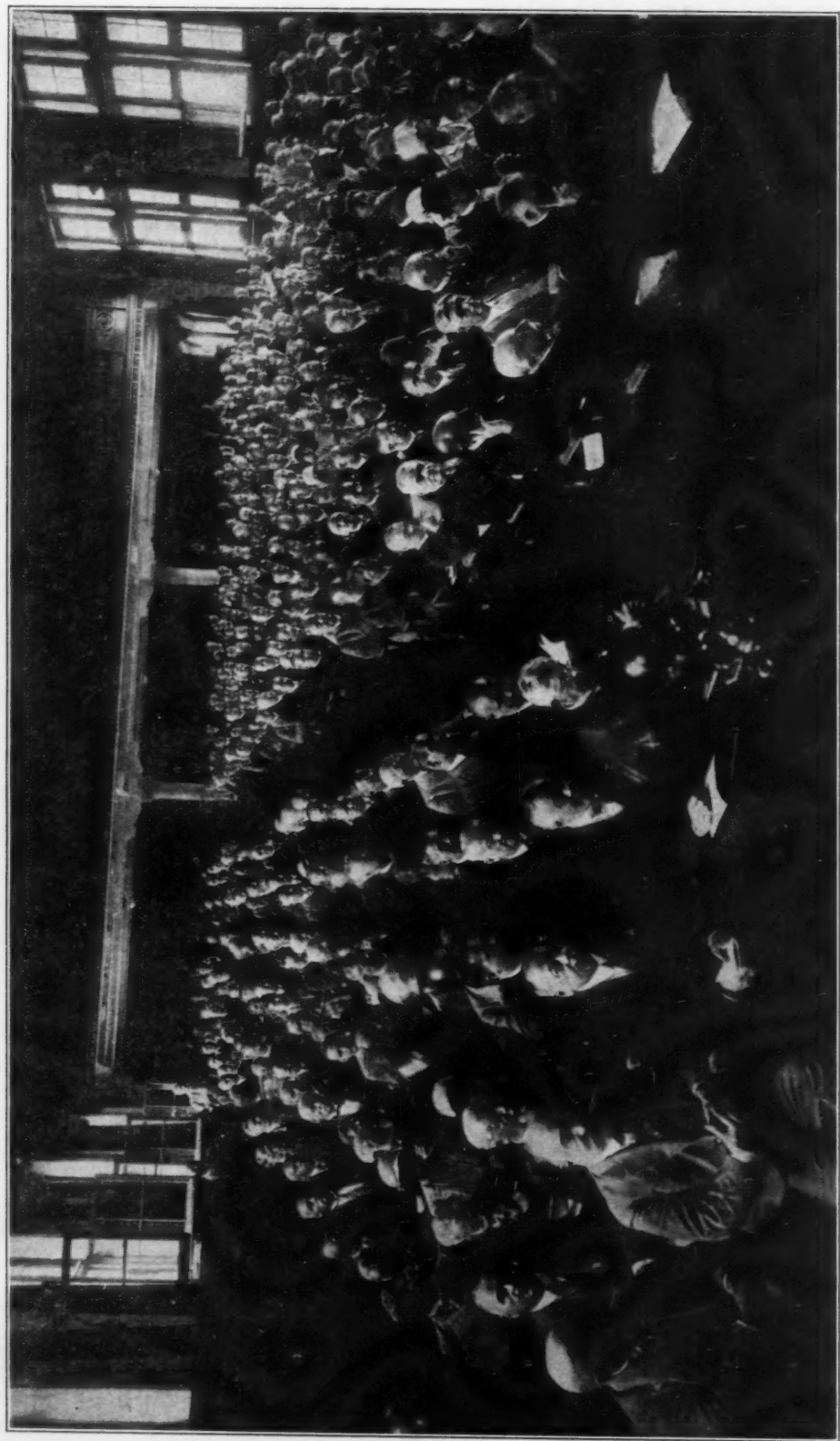
Of course, this was not the first International Congress on Commercial Education. However, it was the first one held since 1913. Every delegate and member was provided with a book entitled "Proceedings of the International Congress on Commercial Education. Amsterdam, 2-5 September, 1929." Even the title of the book was in three languages, together with general information, the program, the places of meeting, and the complete text of each paper in the native language of its author. In the back part of the Proceedings, in very fine print, the English and French papers were summarized in German; the English and German papers summarized in French; and the French and German papers summarized in English. Thus everyone had all that was necessary to understand the meetings.

General Information

The meetings of the Congress, with the exception of the closing session, were held in the large auditorium of the immense Colonial Institute; the closing session was held in the dignified hall of the Municipal University of Amsterdam. In the hall of the Colonial Institute, large pigeon-holes were provided in the form of a rotunda. A box was assigned for each member, under the number assigned to his name on the list of members; the contents of the box was placed at the disposal of each delegate only on presentation of his Identity-card. In this rotunda was an information office and post office. The clerks were women and girls selected for their ability to speak many languages and to assist helpless foreigners in every way. In addition there was a tourist information office and a foreign exchange money office. Upon entering, a guard decided upon our nationality, spoke in perfect English, asked our names, and escorted us to the desk where each received a badge, provided with his number and nationality, together with a printed list of all delegates and their hotels in Amsterdam.

Plan of the Meetings

The use of the English, French, or German language for reports and discussions was obligatory. In any case in which the president thought it was desirable, the reports and discussions were wholly or partly translated in each of the two other languages by the at-



Eleventh International Congress for Commercial Education in Session at the Colonial Institute, Amsterdam, September 2-5, 1929

tendant interpreters, who were not only masters of language but very accurate and adept in taking shorthand notes.

The proceedings contained the papers or reports in the original language, together with a summary in the two other languages. The papers or reports were not read, but the authors were allowed from six to ten minutes to summarize or introduce their subject. Anyone who wished to discuss the paper was likewise given the same length of time. All of the summaries and discussions were reported in shorthand, and anyone may have the full report by subscribing for it.

Farewell Address by Dr. Lyon

Dr. Leverett S. Lyon, vice-chairman of the American delegation, made the farewell address for America. He paid tribute to all who had made the meeting pleasant and helpful for the American delegates, told of the great interest America was taking in the Congress, and expressed the hope that the Congress would come to America.

Luncheons, Dinners, and Trips

On Sunday afternoon, September 1, the Chamber of Commerce of Amsterdam took the official representatives and their families for a three-hour motor car trip in and about Amsterdam. In the evening the official delegates were given a dinner offered by Mr. Ch. E. H. Boissevain, president of the Congress, to the official representatives of the participating countries and to the participating countries and to the officials of the Congress. The delegates were instructed to wear evening dress, otherwise they would be denied admission. When we went into the Amstel Hotel, where the dinner was held, each of us was given a card with his name and his designated place at the table. When we entered the dining room we found our places and finally were seated. The president, Mr. Boissevain, gave a speech of welcome in four languages.

On my right sat the wife of the Director of Commercial Education of Oslo, Norway. On my left sat a Javanese girl—a shorthand teacher from Batavia, Java. Next to her, at the end of the table, sat the former Minister of Education of Chile, now Consul at Edinburgh. Across from the girl from Java was Major General Anderson, personnel manager of the Gramophone Company, England. Across from me sat the Director of Commercial Education in Prussia. Thus we came

to know that people are much alike all over the world, that they all have about the same problems of making a living, getting an education, promoting commercial education, and adjusting the curriculum to the needs of each country and to each community.

On Monday noon, luncheon was served in the Zoological Gardens, a beautiful park filled with animals of every description. The delegates were seated at tables out-of-doors and foods and delicacies of all kinds were in abundance.

On Monday evening, the official dinner was offered to the foreign participants at the Congress. There were toasts to many different people, to Kings and Queens, to countries, and to the United States. It was a most impressive and enjoyable occasion.

On Tuesday noon, September 3, the City of Amsterdam entertained the delegates at the Municipal pavilion at 13 o'clock, which means 1:00 P. M. Here the business and professional leaders of Holland met the delegates.

On Tuesday evening, the chairman of the American delegation, Mr. John R. Gregg, gave a dinner to the American delegation and the Americans attending the Congress. It was held at the Carlton Hotel and observed in truly American fashion.

On Wednesday noon, September 4, the Amsterdam Chamber of Commerce gathered the delegates on steamboats, served luncheon on board, and there followed a six-hour trip through the harbor of Amsterdam and across the Zuider Zee to Marken.

On Thursday, the Congress gave the delegates a motor trip through Holland and a dinner and dance at Zandvoort.

On Friday, the delegates were given an excursion to the gigantic reclaiming works at the Zuider Zee.

A special program had been prepared for the ladies' entertainment. On Monday, September 2, there was a visit to the National Picture Gallery. Young

women guides were provided. On Tuesday, a motor trip to Laren, Bussum, Blaricum, and Huizen was arranged. The participants in this excursion were entertained at a luncheon by Madame M. B. Boissevain, wife of the president of the Congress, at the ancient castle and estate of the family. On Wednesday, the ladies visited the Colonial Museum and were provided with English-speaking guides who accompanied them on sightseeing or shopping expeditions.

Meanwhile, the work of the Congress was progressing steadily each day, which kept the delegates busy as well as entertained!



Miss Jessup at the door of the Old Dutch Church, Island of Marken

It was suggested by Dr. A. Latt, secretary of the International Society for Commercial Education, Schanzenberg 7, Zurich, Switzerland, that it would be desirable to have an American Branch organized immediately. Dr. Latt attended the meetings of the American delegation and outlined the plans used by the branches in Great Britain, Germany, and Switzerland. No definite steps were taken at

(To be continued next month)

the time, beyond the following proposal: A motion was made by Dr. Lyon, duly seconded by Mr. Slinker, that the members of the American delegation to the International Congress on Commercial Education should, upon their return to United States, do all they can to further the establishment of the American Branch of the International Society on Commercial Education. Motion carried.

Content vs. Methods

THE following editorial from the *New York World* of August 27, 1929, will interest every teacher no matter what his subject.

THE TRAINING OF TEACHERS

The replies that have been received by Prof. Frederick G. Bonser in answer to a questionnaire sent to leading educators in the country indicate a growing realization that our teachers are by no means as well equipped for their work as they might be. They are criticised here on many grounds, ranging from their failure to apply theory to practice, their unfamiliarity with the important events and important thinking that is going on about them, and their lack of psychological background, to their inability to see things from the viewpoint of the child, their tendency to teach the curriculum but not the child, and the barbarousness of their aesthetic tastes.

Yet there is one thing about them which does not seem to have attracted the attention of these educators, but which to the layman always seems particularly unfortunate. It is this: Their training seems to be all method, and no content. You can open the curriculum of a normal school almost at random, for example, and strike something like this:

Pedagogy 3b. Special methods of teaching geography. Correlation of the child's experience with the more significant geographical phenomena; the apperceptive principle in its relation to field work; typical study plans for intermediate grades.

Examining the textbook which is assigned with this course, you find 300 pages of pedagogical method in geography, but you do not find any geography. Similarly with the courses that deal with literature. The teacher is taught how to teach literature, but she is not taught any literature. Similarly with mathematics, languages, physics, chemistry, and the other things which she is expected to teach.

Yet it must be manifest that the main qualification of a person setting out to teach geography should not be a knowledge of the pedagogy of geography, but of geography. Given a large knowledge of this subject, a great interest in it, a familiarity with the uses of it, and the pedagogy part, you would think, would pretty well take care of itself. But our teachers' training schools do not appear to proceed on that theory. They are so determined to regard the child as a problem in psychology, so sure that he must have a special method applied to him before his reflexes will begin to work at all, that they quite overlook the magical effect which live knowledge would have on him. Thus they send teachers out who are doomed

to failure. They know all the latest methods, but they know nothing to impart with them. They are, as these educators have intimated, intellectual vacuums. But it is a question whether this is their own fault. It may be the fault of the leaders who now shape the policy of American education.

The application of these remarks to the teacher of commercial subjects is not difficult. Recent years have witnessed a great increase in "commercial methods" courses. These are all necessary, of course, but they can never take the place of a fundamental professional working knowledge of the particular skill being taught. How futile, for instance, for a teacher of typewriting to be able to trip off the modern expressions "kinesthetic memory," "diagnostic tests," "stimuli," etc., and yet be unable to sit down at a typewriter before a puzzled student and show him adequately just how the thing works in the hands of an expert. In a skill subject, an ounce of demonstration is worth a pound of theory.

Likewise, how absurd for the teacher of shorthand to understand thoroughly the psychology of "automatic responses," the laws of "readiness, use, and effect," and yet be unable to write legible and artistic notes, dictated at least at graduating speed, and transcribe them quickly for the encouragement of his class.

The application could be similarly extended to the work of the teacher of bookkeeping, commercial law, and business English.

The teacher of business subjects, however, by the very definiteness of the field of training, has at his hand the means of remedying the unfortunate condition that appears to exist rather generally among teachers.

The commercial teacher who is first a trained and experienced business worker and who secondly keeps in constant touch with the changing conditions of the market he is supplying, will find that the pedagogy of business is to a large degree an open book to him. His teaching will have the proper balance between content and method.

36th Annual Convention of Business Educators' Association of Canada

Windsor Business College, Windsor, Ontario



Standing (left to right)—J. J. Seitz, Toronto; S. Shaw, Windsor; Miss N. G. Ferguson, Windsor; W. Braithewaite, Ottawa; Dean W. Geer, Oshkosh, Wis.; Clem Boling, Chicago; Mrs. McKone, Peterboro; W. F. Marshall, London; O. Main, Hamilton; A. E. Day, Brantford; J. McKone, Peterboro; Miss M. Lipsett, London; P. McIntosh, Toronto; Miss Braithewaite, Ottawa; A. J. Park, Hamilton; W. H. Nixon, Kitchener; W. C. Angus, Winnipeg; Miss F. Surby, Windsor; Fred Jarrett, Toronto; R. J. Service, Windsor; Miss Thirza Wright, St. Catharines; P. R. Stringer, Sarina

Seated—F. Baxandall, Oshkosh, Wis.; A. F. Sprott, Toronto; R. E. Clemens, Hamilton; W. H. Brown, Galt; J. M. Rosser, St. Thomas; Miss M. G. Smith, Windsor; J. A. Bowden, Simcoe; T. F. Wright, St. Catharines; C. I. Brown, Toronto

1929 Officers

PRESIDENT: W. E. Brown, President, Galt Business College, Galt, Ontario, Canada
VICE-PRESIDENT: J. H. Bowden, Principal, The Robinson Business College, Ltd., Simcoe, Ontario, Canada
SECRETARY-TREASURER: W. F. Marshall, Proprietor, Westervelt School, London, Ontario, Canada
REGISTRAR: W. H. Stapleton, St. Thomas Business College, Ltd., St. Thomas, Ontario, Canada

ASIDE from the general routine connected with the Annual Meeting, an excellent program was provided—and while space will not permit us to mention here all who took part, still we should like to call attention to the addresses given by Mr. Justus Miller, manager of the Windsor Chamber of Commerce, who gave the Address of Welcome; by Mr. W. C. Angus, The Success Business College, Winnipeg, who replied to the Address of Welcome; and by Mr. Dean W. Geer, of the Geer Creative Service, of Oshkosh, Wisconsin, who gave a very interesting talk on Business College Advertising.

Miss Surby of the Windsor Business College acted as hostess at the Annual Dinner. The chief speaker at the dinner was Mr. A. F. Tull, of the Business Institute, Detroit.

B. E. A. Examinations

One of the important features of the Business Educators' Association activities is the

final examinations that it conducts. These examinations are given at the end of each month, on the same day throughout the whole of Canada.

It is interesting to know that when the B. E. A. Schools started giving examinations, now nearly twenty years ago, the yearly average of those who sat was something like 1,844, whereas it is estimated that for the year 1929 those who sat would not fall far short of 14,000. This is a most creditable increase, and the participating schools are to be commended on the fine work they are doing.

Officers for 1930

President, Miss F. Surby, Principal, Windsor Business College, Windsor, Ontario
Vice-President, J. A. McKone, Principal, Peterboro Business College, Peterboro, Ontario
Secretary-Treasurer, W. F. Marshall, Principal, Westervelt School, London, Ontario
Registrar, W. H. Stapleton, Accountant, St. Thomas, Ontario

First Annual Teachers' Medal Test in Shorthand Writing

Announced by Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

AN interesting and desirable innovation takes place in the Teachers' Annual Blackboard Contest this year to meet the needs of a wider field of professional writing activity and give proper recognition and credit to the increasing number of teachers who attain a high degree of shorthand writing skill. The Teachers' Blackboard Contest served admirably in the past to foster interest and enthusiasm in the pioneer period of penmanship training, but now that good blackboard writing is the vogue and not the exception in a teacher's training and equipment, the contest as it has existed is too limited in its scope to meet the new situation.

A Broader Aim

The aim now, as we see it, should be to encourage the greatest number actually engaged in the teaching profession to develop a good writing style. Under the old contest plan only a few of the many fine writers could hope to win first place. Naturally, the specimen containing the least number of mechanical errors won, but our expert penmen will tell you that getting the "perfect" specimen is largely a matter of temperament. We all know that under ideal conditions, individual peculiarities, or characteristics, are not so likely to creep into our work. The human element plays an important part in the outcome of any operation performed by the human hand, and to those whose natural impulses are more nearly and uniformly under control go the highest honors.

We have had the pleasure of recognizing excellent specimens of writing in the past. Frequently, however, the slight line of demarcation between a first-prize specimen and a second-prize specimen was not of sufficient importance to warrant the stress that is placed upon winning first place. Naturally enough, only one specimen could possibly win first place (unless there was a tie), and it was discouraging to other writers to find at the close of the contest that they had lost by a mere slip or two of the pen.

Annual Test Replaces Contest

The value of practising for contests is immeasurable, but the time has come when a good writing style is essential to success in

teaching, and any more or less artificial means of stimulating interest is unnecessary. There is, however, a need to give substantial recognition for professional writing skill that will be useful to teachers themselves. This year, and annually hereafter, the blackboard activity will be known as the Annual Teachers' Medal Test. Solid gold medals will be awarded to teachers who have acquired superior writing skill, and silver medals will be awarded on specimens adjudged by the Committee to represent a good teaching style. New and beautifully designed certificates, representing membership in the Professional Class of the Order of Gregg Artists, will be awarded to the medallists and to all those whose writing merits it. Specimens received that do not qualify for these awards will be returned with detailed criticisms and suggestions, and a constructive outline of procedure for overcoming faults and developing a proper writing style. This new plan, we believe, will meet with the unqualified approval of teachers, and will, we are sure, beget their enthusiastic and active support.

One successful teacher at the close of last year's contest wrote, "Were it not for the fact that other years have been better, perhaps the returns this year would have seemed highly satisfactory. But, having reaped better harvests, I am now racking my brains for ways and means of raising the standard next year. Ten years ago good writing was the exception—now it is the rule. And the Annual Contests have brought this about! There is no doubt about that. Of course, the O. G. A. certificates have done their share."

Awards Unlimited

The number of medals of both classes to be awarded will be determined solely upon the work submitted. The standard set for the solid gold medal is very high, and for that reason *every teacher who wishes to be recognized as a superior teacher of shorthand* should have it. Effort and accomplishment alone will win it. There are scores of teachers who will qualify in this class because of their exquisite style of writing as demonstrated in previous contests. Besides these, there are, without doubt, countless others who, because they felt that they did not have a chance to win, did not participate in former contests, and whose

writing ability, therefore, has not come to our attention. We expect to find them in line this year.

Permanent Record to be Kept

We are frequently asked to report on a teacher's ability as a shorthand writer. This is the logical department to which superintendents and school proprietors come for information of this sort. Unfortunately our past lists are too incomplete to be of much service either to them or to the teachers. We shall keep a record of medal winners available for professional use. The only other record of the tests will be that published in the April, 1930, *American Shorthand Teacher*. To get on this list ought to be the ambition of every teacher interested in progress and advancement. Now is your opportunity to see whether or not you can qualify.

But suppose you do not win a medal this year, will it not be worth something to you to find out just where you stand in your shorthand penmanship so as to map out a winning campaign for the next test? The day is past when a teacher with only a smattering of theory and no ability as a writer will be entrusted with a group of potential stenographers, and the dawn of an era of personal writing skill on the part of the teacher is here.

Students Need to be Shown

Visual education must go hand in hand with education by ear if the best possible results are to be obtained in the quickest possible time. Students are all from "Missouri" and benefit largely from being shown.

My attention was called to the result of one teacher's effort at education by ear. "Iceland," the teacher had said to her geography class,

COPY FOR THE TEACHERS' MEDAL TEST

*(Specimens must be written from
this copy and be in our hands by
January 31, 1930)*

A man who would succeed, in the largest and best sense of the term, must enter into what we may define as the consciousness of universal success; that is, he must place himself in mental or sympathetic touch with everything that does succeed; and he must enter into the very life and spirit of the power that is back of every successful enterprise. He will not be able to do this unless he makes it his purpose to take an active interest in everything that contributes to progress along his particular line.

The desire for success is strong within us, and, when expressed in the largest terms possible, will tend to develop to the highest degree the power to which our own ability and talents entitle us. Live, then, mentally in the spirit and action of success and you will develop in your own mind, not only a larger grasp of your power, but also the capacity to understand and apply that power in your own special field or vocation.



*New Teacher's Test Medal
(actual size)*

"is about as big as Siam." Whereupon John wrote on his examination paper, "Iceland is about as big as the teacher." A shorthand teacher showed me a test paper on which a student had written, "B represents be, butter, by." When questioned, he replied, "Why our teacher told us b stood for be, butter, by, and that is what I wrote."

Show your students how to write correct shorthand by executing a few correct forms on the blackboard during presentation. That is the modern method of getting results. Invariably, teachers who write a good style of shorthand themselves, turn out the best students both in speed and accuracy. *Students start learning shorthand by imitation; give them the advantage of a good start!*

We Want 1000 Winners

The success of any undertaking of this nature is dependent very materially upon the support and co-operation of the teachers. If you wish the Teachers' Medal Test in Shorthand Writing to become an annual event, demonstrate your approval and, incidentally, your loyalty to your profession, by submitting a specimen of the test this year. We should have not less than one thousand teachers represented.

Teachers in foreign schools have plenty of time to prepare and submit specimens to us. We wish this first medal test to be a highly representative one. Come one and all—help us found this activity that will serve to encourage and reward the development of correct educational technique!

Send Pen Written or Blackboard Notes, Either

Recognizing the mechanical difficulties frequently confronting our contestants in the past in getting good reproductions

of blackboard notes, we are accepting both blackboard specimens and pen-written specimens, and suggest that teachers submitting blackboard specimens enclose also a specimen written with pen. (*Pencil work is not acceptable.*) It usually happens that the blackboard notes are better. There are several contributing factors to this; teachers generally have more experience in writing on the blackboard and feel more at home there than when writing on paper; blackboard writing permits of greater freedom and swing in execution, and the notes will be smoother than when written with pen. Because the development of a good blackboard style is of the utmost importance to teachers in presentation, we encourage the use of it in this medal test. If, however, it is not convenient for you to submit a photograph of your blackboard notes, send a pen-written specimen only, first practising the copy as much as you have time for, in order to acquire a smooth, fluent style.

Specimens will be judged solely on the merit of the writing, regardless of whether they are written on the blackboard or with pen. Let us see your notes. If they are good you will receive a suitable award; if they are not, we will make constructive criticisms and suggestions that, put into practice, will make you a good writer.

Specimens Due January 31

This medal test offers an effective means of recognizing and rewarding personal accomplishment in the art of artistic and practical writing of Gregg Shorthand throughout the teaching profession. The first test appears with this announcement, and will remain open to all teachers until January 31, 1930, thereby giving those engaged in teaching in other countries an opportunity to compete.

There is no fee whatever in connection with the test.

The Standards Set

The shorthand specimens will be judged on the same basis as the O. G. A. work, namely, accuracy and fluency of style, but the standard, naturally, will be much higher.

Each specimen will be rated on

(1) Correct application of principles. (While the use of the forms given in the Anniversary Edition of the Manual is preferred, allowance will be made for those who are still using the old text, and errors will not be charged where old forms are used.)

(2) The writing should show smooth, even, and

light lines secured by writing with an easy, fluent movement.

(3) Curves should be correct in formation and slant, and in method of joining.

(4) Characters should be relatively correct in size and proportion. (Blackboard work permits of greater variation in this respect than does pen-written work.)

(5) Specimens should be properly and uniformly spaced.

The teacher's name, and the name of the school are to be sent with each specimen of notes.

Judges

The committee of judges to pass upon the papers will consist of Mr. Gregg, Mr. SoRelle, Mr. Hagar, Mr. Fry, Mr. Swem, and Miss Ulrich.

Test Awards

The awards will be made as follows:

To those whose writing shows a high degree of artistry and technical skill in the execution of shorthand notes either on board or on paper, a solid gold medal, beautifully chased and bearing the O. G. A. emblem in enamel and gold, suitably engraved. (A reproduction of this medal in actual size is shown on the preceding page.)

To those whose writing shows a high degree of skill though lacking the finished style of the gold medal winners, a sterling silver medal with the emblem in silver and enamel, suitably engraved.

To all those, including the medallists, whose notes show sufficient progress in artistic writing, a new and beautifully engrossed Certificate of Proficiency in the professional Order of Gregg Artists.

Detailed Criticism of Specimens

Specimens that do not qualify for the awards will be returned with detailed criticisms and suggestions and a constructive program of study and practice for the development of a better style.

While we solicit and will gladly answer any and all questions pertaining to the test, please do not submit completed specimens for criticism until you have secured the final effort which you wish judged in the Annual Medal Test event.

Success to You!

Remember, we must go over the top one thousand strong this year. How many teacher medallists are there among you? Why not put your name on the Scroll of Honor this year, and have that much accomplished in your program of personal development? May every success attend your efforts!

Have you qualified for the regular O. G. A. certificate? If not, why not send in your notes on this month's test in the *Gregg Writer* and see how your style measures up to our shorthand penmanship standards?

Tests on the Anniversary Edition of the Gregg Manual

By F. N. Haroun

High School of Commerce, Portland, Oregon

IN presenting this series of tests, a word of explanation should be made as to their purpose and the method of using them. In September, 1928, a series of tests on the 1916 Manual was printed in the *American Shorthand Teacher*, together with an article on testing, prepared by the writer of this article. The same principles have been in mind in preparing this series, which were stated as follows:

1. It (the test) must test every phase of the theory under consideration.
2. Each word must test the principle involved, and as little else as possible.
3. Words should be, for the most part, well within the vocabulary of the students in the class—but yet not too easy.
4. The test should contain at least a few new words (not in the Manual).
5. If possible, there should be two or more words on each phase of the theory being tested.
6. Words should be systematically arranged so as to make diagnostic use of them possible and easy.

Plan of New Tests

The purpose is to provide, through short tests, a means of diagnosis after the study of each Unit, making it possible to correct faults in learning before passing to the next Unit, and before taking the final test on the Chapter. This series, therefore, consists of a 20-word diagnostic test on each Unit, and a 50-word final test on each Chapter, through Chapter VII. In Chapter VIII, because of the character of the material presented, Units 22 and 23 have been included in one 20-word diagnostic test, and none is given on Unit 24. In Chapter IX, for the same reason, Units 25 and 26 have been included in one test, and Unit 27 in another. On both Chapters VIII and IX, the final test consists of 50 words.

Again, because of the nature of the content, no diagnostic tests are given in Chapters X, XI, and XII; and the final test on each consists of 100 words. This makes it possible to use three words for each of the Analogical Word-Beginnings and Word-Endings. In the test on Chapter XII, the first 50 words cover Units 34 and 35, and the last 50 are taken from the Vocabulary, Unit 36.

Grading

In my own teaching, all these tests are graded on the basis of 100 per cent; a deduction of 5 per cent in the 20-word, 2 per cent in the 50-word, and 1 per cent in the 100-word tests being made for each error—one error being counted if either the shorthand or the transcription, or both, be wrong.

Presentation

The plan of giving the tests is this: After finishing a Unit, dictate the 20-word test, correct it in class, let each student take note of the theory involved in his errors, and then use this as a basis for individual review for the next day. If several students make the same errors, these may be assigned for class preparation and recitation.

After the Chapter has been finished, give the 50-word final test.

Records

Following are two suggestions for considering the test grades in computing the student's final grade:

First, record all the grades, but let the final or 50-word test count as much as all the diagnostic tests in a given Chapter, in determining the monthly or quarterly grade, if that is the basis upon which grades are given. In some schools, perhaps each Chapter will be a grading unit, in which case the final test might be the only one counted.

Second (this is the method I use), record the diagnostic test grades, for reference and information; then use the final test grade in determining the student's record.

A fuller discussion of the use of such tests may be found in my former article, in the September, 1928, *American Shorthand Teacher*.

Tests on the Anniversary Manual

Unit 1—Diagnostic Test—Chapter 1

Dictate across. Mark vowels.

<i>Circle to</i>				
<i>Single Curve</i>	1 lay	2 her	3 hag	4 era
<i>Straight Line</i>	5 ham	6 me	7 ate	8 day
<i>Brief Forms</i>	9 going	10 can	11 would	12 an
<i>Punctuation</i>	13 period	14 question	15 paragraph	16 dash
<i>Phrases</i>	17 it will	18 I am	19 he can	20 I would not

Unit 2—Diagnostic Test—Chapter 1

Dictate across. Mark vowels.

<i>Circle at Angle</i>	1 keg	2 rare	3 meet	4 lame
<i>Straight Line and Curve, No Angle</i>	5 ready	6 greet	7 tickle	
<i>Between Straight Lines</i>	8 Ted	9 main	10 deed	
<i>Between Opposite Curves</i>	11 Kelly	12 lag	13 racket	
<i>Th</i>	14 earth	15 thrill	16 thick	
<i>Brief Forms and Phrases</i>	17 that the	18 them	19 great	20 with the

Unit 3—Diagnostic Test—Chapter 1

Dictate across. Mark vowels.

<i>T-Ded-t</i>	1 heated	2 today	3 cadet	4 greeted	5 detail
<i>Men-m</i>	6 many	7 meant	8 remain	9 mended	10 demon
<i>Brief Forms</i>	11 did	12 could	13 where	14 truth	15 little
<i>Phrases</i>	16 it is	17 will be	18 that this	19 to you	20 you cannot

Unit 4—Diagnostic Test—Chapter 2

Dictate across.

<i>Pr,Pl,Br,BI,Fr,Fl</i>	1 preach	2 blame	3 brief	4 flapper
<i>Circle Between P,B,Sh,Ch,J and R,L</i>	5 jelly	6 shrimp	7 cherry	8 palate
<i>Circle Between K,G and Sh,Ch, J,F,V</i>	9 cash	10 gauged	11 cafe	12 cave
<i>At Angles</i>	13 bake	14 palm	15 cape	16 knave
<i>Brief Forms and Phrases</i>	17 very	18 should	19 has been	20 before

Unit 5—Diagnostic Test—Chapter 2*Dictate across.*

<i>Left-S</i>	1 space	2 series	3 days	4 amaze
<i>Right-S</i>	5 seed	6 case	7 saves	8 seam
<i>Medial-S</i>	9 raisin	10 mist	11 cask	12 praised
<i>Ses</i>	13 races	14 assess	15 pieces	16 abscess
<i>Brief Forms</i>	17 causes	18 think	19 against	20 works

Unit 6—Diagnostic Test—Chapter 2*Dictate across.*

<i>X, Xes</i>	1 lax	2 vex	3 boxes
<i>Suffix sion-tion</i>	4 evasion	5 actions	6 deduction
<i>Past Tense, Disjoined</i>	7 parted	8 published	9 named
<i>Joined</i>	10 praised	11 mixed	12 mentioned
<i>Brief Forms</i>	13 letter	14 gave	15 next
<i>Prefixes</i>	16 almost	17 began	18 overwork
<i>Phrases</i>	19 from the	20 I have	

Unit 7—Diagnostic Test—Chapter 3*Dictate down. Mark vowels.*

<i>O-initial</i>	1 obey	7 ode	13 hockey	19 oval
<i>O-medial</i>	2 naughty	8 lobby	14 goad	20 choke
<i>O-final</i>	3 draw	9 veto	15 jaw	
<i>On Side before N,M</i>	4 omit	10 tonic	16 cone	
<i>On Side before R,L</i>	5 roar	11 knoll	17 Dora	
<i>Brief Forms</i>	6 upon	12 call	18 belief	

Unit 8—Diagnostic Test—Chapter 3*Dictate down.*

<i>Reverse Circles</i>	1 arm	6 jar	11 ladder	16 artery
<i>Before and After Straight Lines</i>	2 Marne	7 church	12 tardy	17 turtle
<i>Between Straight Lines</i>	3 murmurs	8 stars	13 preachers	18 cedars
<i>S Added</i>	4 regard	9 together	14 above	19 rather
<i>Brief Forms</i>	5 caller	10 dearer	15 bigger	20 former
<i>Er, Or Added</i>				

Unit 9—Diagnostic Test—Chapter 3*Dictate down.*

<i>Th</i>	1 thieves	7 throat	13 athlete	19 theme
<i>Th and S</i>	2 heath	8 seethe	14 these	
<i>Prefix and Suffix</i>	3 convinced	9 totally	15 compress	
<i>Pars. 81, 82, 83</i>	4 comrade	10 merely	16 families	
<i>Phrasing</i>	5 to plan	11 as far as	17 should be able	
<i>Brief Forms</i>	6 send	12 represent	18 committee	20 value

Unit 10—Diagnostic Test—Chapter 4*Dictate down. Mark vowels.*

<i>OO-initial</i>	1 hoop	7 huddle	13 oven	
<i>OO-medial</i>	2 shuttle	8 tubs	14 rude	19 coon
<i>OO-final</i>	3 through	9 bamboo	15 hoodoo	
<i>Us, No Angle</i>	4 fussy	10 gust	16 hustle	
<i>OO after K,G,N,M</i>	5 muffle	11 gully	17 nude	
<i>Brief Forms</i>	6 full	12 question	18 look	20 enough

Unit 11—Diagnostic Test—Chapter 4

Dictate down.

<i>W-hook</i>	1 wallow	6 waif	11 weep	16 woolen
<i>W-dash</i>	2 quoted	7 acquit	12 roadway	17 twinge
<i>Wh, Sw</i>	3 whiff	8 whopper	13 switch	18 sweet
<i>Ah, Aw</i>	4 awake	9 ahead	14 weary	19 aha
<i>Brief Forms</i>	5 world	10 bring	15 suppose	20 house

Unit 12—Diagnostic Test—Chapter 4

Dictate down.

<i>Yc, Ya, Yo</i>	1 yellow	7 Yale	13 yodel	19 yard
<i>Ng, Nk</i>	2 crank	8 sting	14 blanket	
<i>En, Em, etc.</i>	3 unfair	9 impressed	15 emitted	
<i>Ex, Ings, Ingly</i>	4 explode	10 readings	16 exceedingly	
<i>Negatives</i>	5 unknown	11 unnoticed	17 immoral	
<i>Brief Forms</i>	6 friend	12 young	18 effect	20 communicate

Final Tests

Chapter 1—Final Test

Dictate down. Mark vowels.

<i>To Single Curve</i>	1 allay	13 tree	25 acre	37 ark	
<i>To Single Straight Line</i>	2 Anna	14 Ada	26 neigh	38 hate	
<i>At Angles</i>	3 emit	15 game	27 meddle	39 limit	48 green
<i>Straight Line and</i>					
<i>Curve, No Angle</i>	4 tact	16 ladle	28 decay	40 clad	
<i>Between Straight Lines</i>	5 tattle	17 manna	29 linen	41 dad	
<i>Between Opposite</i>					
<i>Curves</i>	6 galley	18 leaked	30 racket	42 garret	
<i>Th</i>	7 lath	19 thicket	31 wrathful		
<i>T-Ded-t</i>	8 raided	20 meditate	32 added	43 dedicate	
<i>Men-m</i>	9 emanate	21 amend	33 lemon	44 minimum	
<i>Brief Forms</i>	10 and	22 there	34 without	45 like	49 good
<i>Phrases</i>	11 dear sir	23 it was	35 at the	46 he will be	50 I cannot
<i>Punctuation</i>	12 period	24 hyphen	36 question	47 parenthesis	

Chapter 2—Final Test

Dictate down.

<i>Pr, Pl, Br, Bl, Fr, Fl</i>	1 brave	14 flesh	27 plated	40 French
<i>P, B, Sh, Ch, J and R, L</i>	2 barren	15 parade	28 sharp	41 jerk
<i>K, G and Sh, Ch, J, F, V</i>	3 gavel	16 kitchen	29 gift	
<i>At Angles</i>	4 valley	17 craft	30 packet	42 shift
<i>Left-S</i>	5 seller	18 saber	31 spacing	43 class
<i>Right-S</i>	6 skiff	19 safety	32 stave	44 snakes
<i>Medial-S</i>	7 vessel	20 mask	33 pastry	45 facile
<i>Z, X, Ses</i>	8 braze	21 fences	34 vexes	
<i>Suffix and Prefix</i>	9 nation	22 everything	35 invasion	46 undergo
<i>Past Tense Disjoined</i>	10 flared	23 dated	36 liked	47 favored
<i>Joined</i>	11 fretted	24 annexed	37 patched	48 drifted
<i>Brief Forms</i>	12 always	25 matters	38 nothing	49 gives
<i>Phrases</i>	13 in this	26 you can be	39 I have been	50 Dear Madam

Chapter 3—Final Test

Dictate down.

O-initial	1 hopper	16 hawk	31 oddity	
O-medial	2 soda	17 robbery	32 toga	45 gaudy
O-final	3 echo	18 polo	33 shadow	
On Side before N,M	4 honesty	19 hominy	34 dome	
On Side before R,L	5 oration	20 holiday	35 torrid	
Reverse Circle				
Before and After Straight Lines	6 harder	21 hermit	36 cashier	
Between Straight Lines	7 mermaid	22 Tartar	37 darts	
S Added	8 hammers	23 leaders	38 cleaners	
Er, Or Added	9 greater	24 worker	39 keeper	46 officer
Th, Both Joinings	10 author	25 birth	40 faith	47 thatch
Th and S	11 seethe	26 hath		
Con,Ly,Ily,Ally	12 flatly	27 formally	41 confession	48 haughtily
Pars. 81, 82, 83	13 commence	28 comedy	42 freely	
Phrasing	14 as many as	29 to believe	43 to omit	49 you would not be able
Brief Forms	15 necessary	30 either	44 speak	50 complete

Chapter 4—Final Test

Dictate down.

OO-initial	1 hulk	17 hump	33 hug	
OO-medial	2 butter	18 scoop	34 budget	46 crude
OO-final	3 tattoo	19 issue	35 blew	
Us, No Angle	4 choose	20 husky		
OO On Side	5 cooler	21 nugget	36 moose	47 mutter
W-hook	6 wicked	22 waffle	37 wolf	48 wagon
W-dash	7 query	23 tweed	38 quarrel	
Wh, Sw	8 whimper	24 sweep		
Ah, Aw	9 awake	25 awash	39 ahead	
Ye,Ya,Yo	10 yeoman	26 yam	40 years	
Ng, Nk	11 anger	27 trinket	41 clanging	
En,Em, etc.	12 engineer	28 impel	42 unload	
Ex,Ings,Ingly	13 twitching	29 feelingly	43 exit	
Negatives	14 unnecessary	30 unnamed		
Brief Forms	15 long	31 yes	44 character	49 whether
Phrases	16 did not	32 we should	45 if you are	50 we shall be

(To be continued next month)

COMING—

Thirty-Second Annual Convention of the
National Commercial Teachers' Federation

Stevens Hotel, Chicago, December 26-28, 1929

The programs for this year's meetings are in the making—they will be given in our next issue if details reach us in time—but meanwhile this will remind you to plan
NOW

to be present. From the opening reception and dance, the evening after Christmas, to the banquet that closes the regular festivities on Saturday, every moment will be packed with good things both educational and social.

Mr. Henry J. Holm, principal of Gregg College, Chicago, is again in charge of the general program. That assures you of the very best! And a stay at the new Stevens (convention headquarters) will be a treat in itself.

Secretary C. M. Yoder (State Teachers' College, Whitewater, Wisconsin) has a membership card all ready to send you as soon as your dues reach him. "Federation Notes," the journal of the Association, alone is worth that two dollars! Membership in the National Commercial Teachers' Federation marks the distinction between the commercial teacher who is alive and the one who is not.

Personal Typewriting

By E. G. Blackstone, Ph. D.

Associate Professor of Commerce, University of Iowa, and Author of "Typewriting for Personal Use"

MACHINERY is supplementing hand power in almost every phase of our busy life. Even our handwriting may be reduced to the minimum if we so desire. The typewriter is fast becoming a necessity to thousands of educated men or women in every walk of life.

In the schoolroom the student who can type often gets better marks than the student of equal ability who cannot type, for the themes, papers, outlines, notebooks, and reports of the former are typed in neat, concise, legible form, enabling the instructor to read them quickly and easily. The typewriter helps many a college student to earn part or all of his expenses, and after his college days are over he finds the typewriter useful for his everyday communications, business or social.

In short, the ability to typewrite has come to be almost universally needed, not only by the person planning to enter business but by every person, in every vocation, from junior high school days or even earlier, on through life.

A Compulsory Course

So strong has this feeling become that a definite movement appears to be under way to make typewriting instruction available to all public school students, probably during the junior high school years. The plan is to include a one-semester course in the constant or core subjects of the curriculum, and to make it as compulsory as is English, or social science, or penmanship.

Few persons doubt the wisdom of having all students learn typewriting, but many object to the amount of time that is customarily required to master it. The traditional four semesters of typing required in high school to develop a commercial degree of skill are scarcely possible for the non-commercial students, who have long lists of required subjects to be taken in the courses in which they happen to be specializing.

If students cannot take four semesters of typing, then, can they learn enough to be of any value to them in the proposed one-semester course? The answer is "yes." Six different classes in the experimental high school of the University of Iowa have gone through such a one-semester course, and every student of these classes has developed the ability to type from fifteen to twenty or more words a minute, a speed sufficient for personal use.

The students have learned in this single semester to write by touch almost any sort

of material that they will ever need to write, including the setting up of business letters, addressing envelopes, preparing formal outlines of lessons, typing on ruled paper, on index cards or post cards, preparing themes, reports, manuscripts, tabulations of data, and even ruling lines with the typewriter. What further skill on the typewriter will students need for personal use?

How Plan Would Work

A required course in personal typewriting, such as has been described above, serves as an excellent means of exploring into the activities of the commercial department and of business vocations. Under this plan, every student would be required to take a semester of typing, and the typing teacher would have an opportunity to explain to each student the possibilities in the field of business and the desirability of learning how to make a living.

If this course were combined with junior business training, it would make admirable training for the business activities that all adults of every vocation need. If the first semester of the seventh or eighth grade be given to junior business training wherein all students acquire information concerning the common business activities required of them, and if the second semester be devoted to personal typing, the student is fitted with the needed foundation for his future business activities, and is equipped, moreover, to earn a living in the business world if circumstances should require him to leave school before graduation.

Objections Answered

Objections to a course in personal typing center around the ideas that (1) students may not be able to acquire in one semester sufficient skill to be of practical use to them, and (2) they may not be able to find machines, after the course is finished, upon which to do their typing.

The first argument has been disproved six times in as many classes which have been conducted in the experimental school of the University of Iowa. Each class was able to write at 20 words a minute—a speed sufficient for personal use, and which increased with practice after the course was finished.

The second argument seems equally weak, since portable typewriters and rebuilt ma-

(Continued on page 120)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Tested Teaching Devices

THIS is the title of a bulletin issued by the San Francisco office of the Gregg Publishing Company, a product of the fertile mind of Mrs. Frances Effinger Raymond and Miss Elizabeth Starbuck Adams, which is chock full of up-to-the-minute suggestions for the teacher of shorthand and type-writing. In all there are but sixteen pages in it—but it is as good as a book. Anyone who can write one word that makes you *think* a hundred is a benefactor of mankind. We are going to give you one selection to whet your appetite:

AM I A SUCCESS AS A COMMERCIAL TEACHER?

"How am I going to be judged as a teacher of Shorthand and Typing?"

"Miss Sara Smith is called one of the best teachers of typing in the State. Her students have made enviable records in the State contests for years.

"Miss Laura Jones is also called one of the best teachers in the State because her students also make good records in the State.

"Sara Smith, however, has a national reputation. Her standing in her own community is high, whereas Miss Jones is known only for her speed training, locally.

"What is the difference? Miss Smith's typists have won the approval of the business men of the town. Miss Jones' pupils have to go to a business school to learn business typing; therefore, to expert educators, Miss Jones' rank as a teacher of typing is inferior to Miss Smith's, and national recognition never comes her way. Miss Smith has grasped the difference between major and minor objectives, and the ultimate judgment of her worth rests upon the success of her typists in the business world. The records of her students in contests make her better known, but are not the facts which determine her worth or make her sought as an expert teacher.

"Am I, like Miss Smith and Miss Jones, to be judged by the success of my students in the business world?

"If so, let me learn from Dr. Lomax in his

article, 'What Is Right In Business Education?' in the April issue of the *Journal of Business Education*. He tells me I must put emphasis on the practical life-use of what the students learn; I must have the students learn in the best way the things they are going to use; I must, above all, use the classroom measurement of the students as an intermediate test only, but must recognize that the real test of my teaching is the business office measurement of the work of my students. That leaves me face to face with this question:

"What is the business office measurement?"

"To answer this question is going to be my 'research' job this winter. Common sense suggests that, in the meanwhile, I teach typing and shorthand as practical arts. I'll be a better teacher next spring whether or not my principal knows it.

"Here comes a protest from Jane Brown: 'But my principal says I must make my students win in the State contest, or he won't want me next year. He wants his high school to make a showing in the State. What am I going to do?'

"I'll tell you, Jane, what I'd do. I'd start my beginners all the same way—good, stiff keyboard drills and good shorthand technique. Then, just as soon as the fundamentals are taught I'd pick out a special contest group—the students that show natural aptitude in speed and accuracy. I should organize them into a special group, give them special practice and concentrate on contest training. Build up a strong contest technique.

"There are rarely more than 10 per cent in any group who will show aptitude enough to warrant specific training. I'd organize them with a definite skill-development program and appoint managers of the group. A very little supervisory drill from you is all that would be necessary.

"Then, you could give the other 90 per cent of your class sensible, practical, bread-winning skills that will make the business world approve. In that way you'll be judged a success by your principal and by your own conscience! But I'd try to get another type of principal next year.

"There is another thing I am going to do before I begin teaching this fall. I am going to get out the May number of the *American Shorthand Teacher* and re-read the article by Esta Ross Stuart, called 'Training Your Typists for Business.' Her rules for letter writing, pages 314 and 332, are simple enough to suit anyone, and I like what she says about timing the different operations.

"I am glad I have the kind of principal that will let me be judged by the business office

measurement. I am going out for a great big A this year."

In addition to this there are short statements of principles and sprightly comments on Tested Teaching Devices; Guides, Controls, and Responsibilities; Keyboard Control; Checks and Checkers; Grading Devices; Rhythm—What Is It?; Rhythm Drills; How Shall I Assign Today's Lesson?; The Anniversary Edition of the Gregg Shorthand Manual. You can get this bulletin by writing to the nearest Gregg office.



Stenography— A Stepping-Stone or a Resting-Stone?

AT the Tenth Annual Convention of the National Federation of Business and Professional Women's Clubs, held at Mackinac Island, Michigan, on July 8-13, 1929, a most interesting and discussion-provoking round table on "General Office Practice," was conducted by Mrs. Frances Effinger-Raymond, the manager of the San Francisco office of the Gregg Publishing Company.

One of the most helpful talks was given by Miss Helen Lamb, president of Lamb's Business Training School of Brooklyn, N. Y. (It will be remembered that it was Miss Lamb's privilege last summer to present in person to Il Duce Benito Mussolini a copy of the Italian adaptation of the Gregg Shorthand Manual.)

Miss Lamb spoke on "Stenography as a Stepping-Stone to Success." She claimed it was a sure and safe stepping-stone, provided it was used as a stepping-stone and not as a resting-stone, giving as her reasons that stenography helps one to find a position; it gives a first-hand knowledge of the business that no other work can give; it provides one with an opportunity to accept responsibilities; it places the employee in direct touch with executives when one first begins office work.

Miss Lamb outlined the following requisites of a good stenographer: possession of a background of general knowledge, as full an education as possible; and that rarest of all qualities, common sense.

The lively discussion that followed revealed that not all agreed as to the efficacy of stenography as a stepping-stone. Some of those present had come into executive positions without its aid and felt that its effect was hampering rather than otherwise. Offsetting these views, however, was Miss Lamb's statement that many of our highest executives started as stenographers and found the training of tremendous value to them throughout their business careers.

Other interesting talks were given on "Initiative, a Prime Requisite for Women in Business," by Mrs. Pauline Burke Carr, proprietor of Burke's Letter Service, West Palm Beach, Florida; and on "The Office Worker—Essential to Industry," by Mrs. Margaret Crail, stenographer with the Public Utilities Company, Fairfield, Iowa.

Mrs. Raymond's happy faculty of being able to draw out the different viewpoints on the various topics made of the meeting a real round table.

\$1260 PRIZE MONEY

Will you be in on it? Our September magazine announced this competition for
SUPPLEMENTARY LESSON DRILLS FOR
THE ANNIVERSARY EDITION

of the Gregg Shorthand Manual. If you did not receive that issue, write us for a copy today. We want to hear from every Gregg shorthand teacher!

Get your share of that prize money!

The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company

How Best to Learn (and Teach) Typing

(Continued from the October issue)

THE basic requisites of all learning are student interest and attention. Without these we may make students go through any number and kind of motions, get perfect copies, type in regimented rhythm—do everything, in fact, but learn to type skillfully. If they are not interested or do not attend, students will fall back on doing grudgingly only what the teacher requires, with the sole intention of forgetting it as rapidly as possible because it is, in their estimation, an unsatisfying experience.

Best Use of Student Interest

There are so many interesting things to be learned at this stage of typing that the teacher possessing a normal desire to take advantage of the natural enthusiasm of her students will have little difficulty in arousing sufficient interest and maintaining attention on the vital "things-to-be-learned."

It is probable that most teachers err in the opposite direction and spend much too large a proportion of the class time trying to kill natural motivations, thus unwittingly making the teaching-and-learning task more difficult. It is all a matter of the teacher's having a clear picture of the rather complex training she is giving and then leading her pupils intelligently through the proper pathways so as to sustain natural interest and direct attention first to one and then to other elements as they can best be mastered. When we can rid ourselves of the stereotyped notions and formalities into which theorists and faddists have often led us, we shall be much better off.

Three Characteristics of Skill

Now, the essence of typing is *skill*, and, as we have pointed out, skill has three characteristics—speed, accuracy, and fluency. So, as we acquire speed, accuracy, and fluency in the making of these 85 individual typing movements, we find student interest increasing up to the point of realization that the limit of personal performance has been reached. After that it decreases rapidly.

The teacher must be extremely watchful and catch the first signs of this lagging interest. She must beware of following the formal pro-

cedure, which has a certain logic behind it, of merely dropping the practice of one movement or set of movements and introducing new ones at this point, unless she is sure the student has reached a desirable standard of skill on the particular movement. Of course, teachers often do just this thing. Their theory is that by introducing a new individual typing movement the interest will be stimulated along a new line—and it will.

But what about the law of exercise and effect—of use and disuse? Have you never noticed that after a brief period of practice on several simple typing movements (isolated characters) and subsequent learning of other simple movements, the students have entirely forgotten the movements learned first? Their exercise of the earlier learning was too brief. It did not register deeply enough to create the kinesthetic impressions which would permit of easy recall. The movements had to be re-learned—which means in many cases *re-taught*. That is inefficient teaching.

It is recognized that the teacher who thoroughly understands the learning steps (as shown in Table I, *American Shorthand Teacher*, October, 1929) will find it possible to direct student attention to the many details of the skill being acquired and thus keep student interest alive very much longer than will the teacher who lacks this understanding; but, in any case, certain avenues open up at this juncture which it will be well to consider.

We have just suggested that one way out is to introduce other individual typing movements—to learn how to make new reaches, or "to learn the keyboard," as it is usually called. A better way is to try to build the elementary movements already learned into higher forms of typing skill—combinations of movement, for instance. This includes two or three-letter combinations which, in turn, lead to the writing of many short words.

Skill in Combining Movements

Not only are we taking advantage of the principle that when learning on higher levels (the frequent-combination or word stage) we improve more rapidly the learning on the lower levels (individual typing movements), but we are actually giving the learner an

opportunity to experience greater satisfaction through a conscious realization that he is acquiring practical skill, thus stimulating his enthusiasm, his interest, and his learning effort.

Here again we must touch upon a phase of teaching which has been quite generally neglected or surrounded with traditional stereotypes which have resulted in the teacher's failing to understand her objective, or even going so far as to force upon the student a wrong objective. We refer to interposing the notion that all writing must be rhythmic, and interpreting "rhythm" to mean regimented march or dance time at a slow rate. In this fashion teachers succeed only in having the student make a series of isolated individual typing movements which assume the *form* of a combination, a word, or a line of them. But the form is a minor matter—real learning demands that the student should master the *movement* required to produce this form most skillfully. If the combinations or words are written as a series of isolated, individual typing movements, we have defeated the main objective of typing instruction. If they are written in any other than the *most skillful way*, we have to some extent defeated the main objective of our teaching.

The approach to any movement or combination of movements is undoubtedly through slow to higher speeds, poor to better accuracy, uneven to smoother fluency (or rhythm); but to stop short of best speed, best accuracy, and best fluency, or to attain but one of these at the expense of the others, is shortsighted and unworthy of either teacher or student.

Be it noted also that the student is learning to execute only the one combination or word movement—not a line of them. The standards of speed, accuracy, and fluency to be attained in the learning process refer only to the one combination or to the one word—not to a line or more of them. Regimented "rhythmic" drill as practised by some teachers is more destructive than constructive.

Reaching Drills

In our last article the suggested mastery of individual typing movements was in the following order—*j* and *f*; *h* and *g*; *u* and *r*; *y* and *t*. Space did not permit a discussion of the steps necessary in learning what are commonly known as "reaching" movements, such as those required for typing the last six characters named.

In a general way these follow closely the order of presentation described for the home keys, *j* and *f*. Other than as a means of reviewing correct finger control, it is unnecessary to repeat the first drill step shown in Table I. Step two of the drills in the table represents a review at this point—recall of home position. Review is desirable, and the

wise teacher will probably indulge in a little of it, but it may be confined to the home keys, *j* and *f*, because the principal difficulty in learning *h* and *g*, for instance, is "how to make the exact reach" (Step 4c in Table I—mastered in drill step 3f).

In handling drill step 3, we must be sure the student sees, hears, and thinks the *h* (for example) very clearly. Put it on the board—call it clearly—have the class call it. Link this step, 3a, closely with the letter visualization stage, 3b.

The key visualization step, 3c, is best learned through the student's eye, looking at the keyboard to determine just where the new key (*h*) is.

We now approach the main purpose of the reaching drill—technique planning and execution, or response. But we split this many-sided problem into several units.

"Which finger?" is already taken care of, if the Rational, one finger-at-a-time, method is used. The student knows that he is training just one finger—his right index finger. Drill step 3d is no problem at all for those trained by such a method. It is a real problem, however, for those trained by any method requiring the use of two or more fingers selectively at this stage.

"What direction to reach?" is settled quickly and positively by noting (with the eye) the relationship of *h* and *j*. This is drill step 3e. The only caution is that correct home position must be maintained.

"The exact reach" (drill step 3f) can best be experienced under the direction of the eye; but we will be well advised to confine our learning to the making of the reach, not to energizing and typing the letter. We are at the point where it is best to direct the student's attention to the real thing he must learn—how it feels to make this reach. Whether or not the teacher can successfully do this depends upon the nature of the teaching thus far done. If she has depended upon "orders" and strict discipline, the students already will have accommodated themselves to assuming a negative attitude towards their learning, and their sole interest will be to conform to the teacher's directions, confident that this will result in the desired grade. If, however, she has taken them into her confidence and shown herself to be sincerely interested in their learning to practise intelligently, they will catch the spirit of her instruction and will direct keen attention with expectant interest to the learning of this movement, without further assistance from their eyes.

If, for any reason, a student keeps looking at the keyboard, resort must be had to some device—keyboard shields, blindfolds, eyes closed, etc. The conditions for learning kines-thetically must be met!

(Continued on page 118)

Our Gift to Teachers— A companion to the Gregg Pen

IN response to the demand of hundreds of teachers who have asked for a pencil as a companion to the Gregg Pen, we have had made to our specifications an Eversharp Pencil, especially designed for shorthand writing, and bearing the Gregg Emblem.

One of these new Gregg Eversharp pencils will be presented with the compliments of **The Gregg Writer** to every teacher sending us a subscription club of from 90 per cent to 100 per cent of the shorthand pupils under his instruction. (A "club" consists of a minimum of ten pupils.)

The features of the new pencil are:

1. Light weight.
2. Perfect balance for shorthand writing.
3. No clip—the pencil may be turned freely in the hand while writing, in order to keep a sharp edge always available.
4. Beautiful appearance—rosewood finish, with a gold band and graceful, tapering top.
5. A supply of HB Eversharp leads and an eraser under the cap of each pencil.

When you send in your subscription club, please state what percentage of your students are represented, and also, in order to avoid duplication or misunderstanding, state whether or not you have already received one of these pencils from us.

The Gregg Writer

16 West 47 Street

New York, N. Y.

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Dr. Crane on "Thanksgiving"

(Copyright, 1921, by Frank Crane)

Thanksgiving is not something that depends upon things to be thankful for.

Thanksgiving is a state of mind.

Most of²⁰ us, when the subject is mentioned, cast about to find what things there are for which we should be thankful.⁴⁰

As a matter of fact, the amount of things we have to be thankful for has not the slightest thing⁶⁰ to do with our thanksgiving.

Thanksgiving is not a thing. It is relation between two things.

As Thomas Carlyle expressed⁸⁰ it: Happiness is a common fraction, of which the numerator is what you have and the denominator is what you¹⁰⁰ think you ought to have. And happiness is the dividend obtained by dividing the numerator by the denominator.

Still, there¹²⁰ are some advantages which appeal to every one of us. There are some unmixed blessings for which we all ought¹⁴⁰ to be thankful, according to the degree of our intelligence.

There are five in particular.

1. *Love.* Not that some¹⁶⁰ one loves you, but that you love some one. Whoever is capable of love in any degree, whether that love¹⁸⁰ is requited or not, should give thanks. For it ought to show him that he has life in him, sparks²⁰⁰ of that fire which created the world.

2. *Service.* This does not mean the service others give us, but the²²⁰ service we are able to give others. Whoever can serve his fellow-men, even in the least degree, should be²⁴⁰ heartily thankful, for he has some excuse for living.

3. *Work.* The joy of life is self-expression, and no²⁶⁰ soul that has not found its work can express itself. If in your small corner you have found some sort²⁸⁰ of work that you can do for your fellows, work they think enough of to pay you money for, you³⁰⁰ have occasion for thankfulness.

4. *Faith.* If you believe in something good; if within you remains some unshaken confidence in³²⁰ the forces that make the good, the true and the beautiful in the world, you may be thankful. For there³⁴⁰ is no cell in which living souls imprison themselves so dark and fearsome as the cell that is unlit by³⁶⁰ any faith in good men, in good women, and the good Creator who moves us all.

5. *Life.* If you³⁸⁰ are alive you ought to be thankful. For as Charles Wagner says: "The fundamental creed is a belief in life."⁴⁰⁰ If,

therefore, there is in you any simple joy of existence, you may be thankful, because it is out of⁴²⁰ that seed that there grows the tree of contentment."⁴²⁹

Wings for Business

By Fred E. Kunkel

Washington, D. C.

Banks, insurance companies, and business houses located on air mail and express routes are making extensive use of air transportation.²⁰ A recent survey shows that extensive or daily use is being made by forty per cent of the concerns reporting,⁴⁰ while limited or occasional use is being made by forty-one per cent.

Banks are extensively using the air mail⁶⁰ for sending checks, drafts, and notes for collection and credit, thus saving interest charges on funds in transit. They are⁸⁰ also using the air mail for important rush letters and letters which connect with mail to Europe and foreign destinations,¹⁰⁰ shipping documents, securities, and advices of payment of drafts, etc.

Insurance companies are using the air mail extensively for letters¹²⁰ enclosing authorizations, releases, etc., and for applications, policy contracts, and proofs of loss as well as for sending all policies¹⁴⁰ to distant offices or sending small and urgent supplies to agents. Daily reports, card records, monthly accounts and statistical statements,¹⁶⁰ checks for claims, policy loans and cash values, surety and contract bonds, legal papers, farm mortgages and re-insurance claims are¹⁸⁰ also being sent by air mail.

Business houses generally are using air transportation for rush shipments of samples and "out²⁰⁰ of stock" merchandise, articles urgently needed at destination, repair parts, small packages, news pictures and photographic mats, advertising proofs, announcements²²⁰ of new products, contract and credit letters, documents and sales promotion materials.

The regulations of the Post Office Department make²⁴⁰ it easy to use the air mail today. The flat rate to all points in the United States and Canada²⁶⁰ is five cents for the first ounce and ten cents for each additional ounce or fraction. Air mail may be²⁸⁰ dropped in any mail box today. While distinctive air-mail stamps are being sold for the convenience of patrons, any³⁰⁰ kind of postage stamp may be used. Distinctive envelopes are also printed with blue, white and red markings, but are³²⁰

not necessary if the patron will write or stamp the words "Air Mail" prominently on the envelope.

Any mailable matter⁸⁴⁰ except perishable matter likely to be damaged by freezing may be sent by the air mail, but packages must not⁸⁶⁰ exceed fifty pounds in weight or be over eighty-four inches in length and girth combined.

Air mail may be⁸⁸⁰ registered or sent special delivery, the limit of indemnity for registered mail is \$1,000. Packages may also be⁹⁰⁰ sent by air mail C. O. D. and insured, but the limit of insurance indemnity is \$100.

Mail⁹²⁰ sent by air for dispatch to foreign countries takes the domestic air mail rate of five cents for the first⁹⁴⁰ ounce and ten cents for each additional ounce to all countries which enjoy the two-cent per ounce rate of⁹⁶⁰ ordinary postage. (A list of two-cent countries can be secured from the Post Office on request.)

Shipments by air⁹⁸⁰ express include general express traffic of almost every kind. Single pieces may not weigh over two hundred pounds, and must¹⁰⁰⁰ not be over sixty inches in length and nineteen inches wide, or not over four inches in depth if over¹⁰²⁰ forty inches long—not over one hundred six inches, that is, in combined length and girth. Shipments may be made¹⁰⁴⁰ up to \$5,000 in value, including money and jewelry. Perishables when properly packed, moving picture films, wearing apparel,¹⁰⁶⁰ mercantile commodities, sporting goods, retailers' supplies, small machine parts, etc., may also be mailed.

C. O. D. shipments may be¹⁰⁸⁰ made and special delivery service rendered. Information concerning air transportation may be had in detail by writing the Post Office,¹¹⁰⁰ the United States Chamber of Commerce, or the United States Department of Commerce, which will furnish on request complete maps¹¹²⁰ of all air routes in the United States, together with schedules of arrival and departure.

Middle Western banks are now¹¹⁴⁰ saving two days by sending items to New York by air instead of through the Federal Reserve Bank, while Pacific¹¹⁶⁰ Coast banks find that it takes only two days to clear items through New York by air as compared with¹¹⁸⁰ five days through the Federal Reserve Bank. This naturally means a saving of from one to two days and in¹²⁰⁰ some cases three days' interest, or eight cents per day per \$1,000. Savings reported by different banks range¹²²⁰ from \$125 to \$5,000 monthly. Some banks find it profitable to send by air¹²⁴⁰ mail items of \$100 and over. Other banks fix a limit at \$500 and some at¹²⁶⁰ \$1,000. The air mail also aids in exposing the kiting of checks.

Insurance companies emphasize saving in time¹²⁸⁰ by the use of air mail and contend that they reap benefits in good will. The air mail also gives¹³⁰⁰ them the opportunity to settle losses quickly. The quick delivery of court documents, stolen car identification papers, and other matter¹³²⁰ which could not be sent by telegraph, due to the excessive cost, also makes the air mail preferable.

Business houses¹³⁴⁰ generally indicate im-

portant savings in time of delivery of correspondence and urgent supplies.

Business today is using air mail service⁸⁶⁰ more and more, not only for expediting business transactions but also for the news publicity value which can be secured,⁸⁸⁰ as well as for using photos of air transportation for clever advertising hook-ups.

Air transportation is also being used⁹⁰⁰ by business men who operate their own planes or who take advantage of airplane travel to shorten the time consumed⁹²⁰ in railroad travel. Planes are becoming safer for travel every day and more comfortable. Single-motored planes are giving way⁹⁴⁰ to multi-motored planes. They are being heated, with sound-proof cabins, steward service, and all the luxury of the⁹⁶⁰ finest pullman trains in the country, including even radio concerts enroute.

At the present rate of progress we will soon⁹⁸⁰ see planes which go beyond our dreams in providing safety, comfort, and speed. Cabins will soon be as comfortable as¹⁰⁰⁰ a corner nook in the most fashionable hotel or club, and far more comfortable than either train or pullman, because¹⁰²⁰ noise and vibration will be eliminated. Passengers will also be able to communicate with any given point by wireless¹⁰⁴⁰ telephone while in full flight.

The air age is here and it is progressing so rapidly that the business man¹⁰⁶⁰ who fails to keep step with it will soon be lost in the shuffle. Many of the most progressive business¹⁰⁸⁰ men in the country are rapidly adapting air service to their commercial needs. The dependability of modern airplanes makes air¹¹⁰⁰ travel the most economical form of business convenience. Airplanes are not only performing the functions of common carriers of mail¹¹²⁰ and of merchandise, but they are carrying it as economically as by rail or by water when the time factor¹¹⁴⁰ is considered. Air express deliveries are far ahead of rail express.

Wings for business is the talk of the hour,¹¹⁶⁰ and literally speaking "everybody is doing it."—Speed is the watchword and the airplane is speedy. A bee line by¹¹⁸⁰ air is one-third quicker than by rail. This is the air age, and business men are quickly sensing the¹²⁰⁰ trend. Commerce has always called for speed, and flying is the answer. The shrinkage of time accomplished by air means¹²²⁰ a new era of prosperity for business. It makes long distance buyers neighborhood customers.

Chicago is now only twenty hours¹²⁴⁰ from the Pacific Ocean, and New York thirty hours. Denver is but twenty-two hours from the Atlantic Ocean, St.¹²⁶⁰ Louis fourteen, and Dallas eighteen hours. This transformation of travel time for men and merchandise is the greatest shrinkage in¹²⁸⁰ time the world has ever known. (1286)

Drills on Chapter 7

Dear Sir:

We have a letter from Carter and Barnes, asking us to quote you prices on card indexes of²⁰ various kinds. Our experts have spared no expense in creating a set of fine drawings

showing the kind of indexes⁴⁰ we sell, and we have had copies in color of these drawings made to send you with this letter. The⁶⁰ price is marked on each drawing. You will also find a complete statement of the purpose of each index.

Our⁴⁰ representative expects to be in your city early in March, and we have asked him to call on you and¹⁰⁰ go into the matter of your handling our entire line of filing equipment.

We hope you will find what you¹²⁰ want in our stock, but, if not, we shall be glad to hear from you anyway, and we shall take¹⁴⁰ pleasure in doing all we possibly can to supply your special needs.

Very truly yours,

Dear Mrs. Temple:

We are¹⁶⁰ writing you further with regard to your baggage. The manager of our concern has certified to the fact that your¹⁸⁰ baggage was not stored with us when you went away. We have made a thorough investigation and confess that we²⁰⁰ can do nothing further to help you trace the missing trunks.

If we can be of service to you in²²⁰ any other way, we shall be glad to spare no effort in helping you. We hardly know what to do,²⁴⁰ however, to relieve your worry regarding your loss. If we had foreseen this danger at the beginning, we should certainly²⁶⁰ have taken greater precaution to guard against what has taken place.

Sincerely yours,

Gentlemen:

Some weeks ago I wrote you²⁸⁰ that at an early date I would send you a package containing five valuable watches for repair. A few days³⁰⁰ later I shipped these watches to you by express, and the official receipt was returned to me without delay.

I³²⁰ am writing at this time to find out how much time you want to make the necessary repairs and an³⁴⁰ estimate of the charges as near as possible. I hope that the charges will not be over twenty-five dollars.³⁶⁰ I am not worrying about the bill, however, for I know you always do dependable work, and the watches are³⁸⁰ worth taking good care of.

I thank you for an early reply to this letter.

Very truly yours, (398)

Drills on Chapter 8

Dear Jones:

We should select for the president of our student body one who knows how to conduct himself strictly²⁰ in accordance with accepted rules. It is evident that the student whom you are desirous of nominating for president does⁴⁰ not know how to conduct himself under conditions that always confront a president of this great organization. It is not⁶⁰ my intent to do your candidate the slightest injustice, and I admit he has admirable qualities, but I must issue⁸⁰ an ultimatum to the effect that, if you continue to push his candidacy, my group will be forced to throw¹⁰⁰ its vote elsewhere.

Yours truly,

Dear George:

In regard to the matter mentioned by you this morning, I first requested,¹²⁰ next I insisted, and lastly I demanded that every courtesy of this club be extended to those homeless men who¹⁴⁰ have no alternative but to accept the shelter that was extended to them by the directors at their last meeting.¹⁶⁰

Those who are not conducting themselves in accordance with the spirit of this offer should be thoroughly ashamed of their¹⁸⁰ actions and ought to receive a severe official reprimand from the president. I should like to know what you think²⁰⁰ in reference to the matter.

Sincerely yours,

Gentlemen:

About two weeks ago I bought a raincoat in your store.²²⁰ Upon wearing it the first time yesterday, I found that it leaked in several places.

May I return it and²⁴⁰ exchange it for another of the same quality?

Very truly yours,

Gentlemen:

By today's paper I see that you wish²⁶⁰ to employ an office girl.

I am twenty years old. I have attended high school, and have also completed a²⁸⁰ thorough commercial course in one of the leading business training schools of the city.

You will find me painstaking and³⁰⁰ willing to be shown.

I should be pleased to receive your consideration.

Respectfully yours,

Dear Mrs. Covert:

Thank you for²⁸⁰ your check for \$425, for which I am enclosing a receipt. This pays your account in³⁰⁰ full for the year.

Your patronage is highly valued, and it is our hope that you will continue to be³²⁰ a staunch patroness of the college throughout your daughter's college days.

Cordially yours, (373)

Drills on Chapter 9

Dear Mr. Diamond:

When you were in Philadelphia last month you asked me if I would not have a survey²⁰ made of the printing industry in this city, with the view of your moving here if the market seemed to⁴⁰ justify the establishment of another plant.

I have had some of my managers go into the question thoroughly. Their findings⁶⁰ are submitted in the enclosed report. To sum the matter up, they are of the opinion that there is an⁸⁰ ample field here for a high-grade establishment doing the kind of work you have always done.

If you should¹⁰⁰ decide to move your plant here, please count on my coöperation in making a success of the venture.

Very sincerely¹²⁰ yours,



Teachers

Get a choice position through us—any part of the country. Openings in business schools, high schools, colleges—now or later. Half of the state universities have selected our candidates. Dependable service. Employers report your vacancies. Write us now.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, *President*

Shubert-Rialto Bldg., St. Louis, Mo.

Since January 1, 1929

Fourteen of our nominees have been offered positions in the high schools of one large city. Eight accepted.

In one splendid Eastern private commercial school five of our nominees have been engaged, at an aggregate annual salary in excess of \$11,000. May we help you, too?



THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

--

Larcom Ave., Beverly, Mass.

My dear Miss Adams:

Mr. Harry Barker, of Cleveland, Ohio, has sent me a brief outline of a book¹⁴⁰ he prepared on the subject of advertising, intended mainly for students in business courses.

I have looked over the table¹⁶⁰ of contents, and it appears to me to have a great deal of merit. Mr. Barker suggests that I write¹⁸⁰ you about the matter, since you have advised him in many important matters. In fact, he is most appreciative of²⁰⁰ the part you have played in preparing the book.

We are fully acquainted with the textbook market and have contacts²²⁰ that will make the sale of the book fairly easy if it has the merit I think it has. I²⁴⁰ am writing you for an honest opinion of it from an advertising point of view.

Very truly yours,

Dear Mr.²⁶⁰ Day:

I have on my desk a letter from Harry B. Collier asking for a position in this office. And²⁸⁰ among his references I notice your name. As I have great confidence in your judgment in such matters, I am³⁰⁰ writing to ask if you will not give me your estimate of Mr. Collier's fitness for the position of art³²⁰ director in our advertising office. As you have handled much of our work, you will be able to judge better³⁴⁰ than I if he would fit into our organization.

I shall appreciate it also if you will give me any³⁶⁰ other facts pertaining to his character, education, and so on.

With sincere personal regards, I am

Very cordially yours, (379)

Business Letters

(From "Rational Dictation," Part 1, page 97, letter 141)

Mr. Evans G. Beach,
316 Superior Street,
Duluth, Minnesota

Dear Sir:

We thank you for your letter of²⁰ May 20 and we are very grateful to Dr. Johnson for having referred you to us when you talked with⁴⁰ him about the Peerless Motor Washer.

We made Dr. Johnson a special offer to introduce our machine to the people⁶⁰ of his neighborhood, and it appears that the sale to him is having the desired effect. The enclosed circular describes⁸⁰ and illustrates the construction and the operation of the machine, but we believe that you can get from Dr. Johnson¹⁰⁰ at first hand a better understanding of its merits than we can give you in a letter. We have never¹²⁰ received a complaint from a customer; on the contrary, hundreds of users have expressed their complete satisfaction.

The Peerless sells¹⁴⁰ for \$150 net. From this amount we shall be glad to allow you five per cent discount¹⁶⁰ if your check accompanies the order. Since we made the sale to Dr. Johnson we have received orders to

change¹⁸⁰ the discount offer from eight to five per cent. Therefore we are unable longer to quote eight per cent.

At²⁰⁰ this moment we are unable to make deliveries of any of these washers, as the freight embargo has stopped all²²⁰ shipments. If we have been correctly informed, however, you may have your machine not later than June 25, if²⁴⁰ your order is placed now.

Yours truly, (247)

The Business Woman's Overtime

From "The Independent Woman"

It is perhaps peculiarly a woman's failing to overestimate her importance in her job, to hesitate to delegate work to²⁰ others for fear of losing her hold upon it. Woman's job is still more or less like a new toy,⁴⁰ and like a much-prized toy, she hates to let it out of her hands. She is in a way⁶⁰ like the fascinated child who wants to take her teddy bear to bed with her.

Does this explain why so⁸⁰ many women wend homeward from their offices with heavy brief cases at night?—"I simply must glance over a few¹⁰⁰ papers." Does it explain why week-ends sag with bundles of papers and bulging portfolios? It is a woman's nature,¹²⁰ perhaps, to cherish and cozen her treasure. Just now this treasure is her job. Yet she must begin to realize¹⁴⁰ that this pampering may be overdone.

We owe to our work refreshment as well as application. We owe it the¹⁶⁰ refreshment that comes from diverting the mind into other channels of recreation and exercise. The refreshment of sleep, of play,¹⁸⁰ of humor, and of love. This means releasing a nervous hold upon our work for the far greater reward of²⁰⁰ coming back to it renewed. If we have too much to do, there is economic saving in paying for more²²⁰ help rather than in raveling one's own willingness and energy to the last thread.

Love your work and do not²⁴⁰ fear for it, while in your hours of recreation you fill bounteously these reservoirs of strength, courage and initiative upon²⁶⁰ which you shall draw in harassed hours. (267)

Key to September O. G. A. Plate

Mind is creative, but it must have a model on which to work. It must have thoughts to supply the²⁰ power. Every condition, every experience of life, is the result of our mental attitude. We can do only what we⁴⁰ think we can do. We can be only what we think we can be. We can have only what we⁶⁰ think we can have. What we do, what we are, what we have, all depend upon what we think. We⁸⁰ can never express anything that we do not first have in mind. The secret of all power, all success, all¹⁰⁰ riches, is first thinking powerful thoughts, successful

thoughts, thoughts of wealth, and of supply. Think first, therefore, of what¹²⁰ you want to be, then develop such powers and capabilities as will bring about the materialization of your ambition. (139)

The Scarlet Ibis

By Mary Raymond Shipman Andrews

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(Continued from the October issue)

Three months later, on⁴²⁰⁰ a day in November, a tall young man in good clothes, with a clean face and a hat, swung along⁴²²⁰ a street uptown in New York City. The setting and the costume were changed, yet a person who might have⁴²⁴⁰ met the bare-headed, gray-shirted, earth-streaked woodsman and his guide in the Canadian forest in August might still have⁴²⁶⁰ known this correct city character as Jack Vance. The freedom of the woods had not yet left his buoyant heels,⁴²⁸⁰ nor the breeziness of the hills his physiognomy; by these signs he was the same. But his mind was working⁴³⁰⁰ harder than it had on that morning when he and Josef had found the large m'sieur fishing by Profanity Pool;⁴³²⁰ his eyes were absent-minded and intense; if one might have listened to his thoughts as his long pace lifted⁴³⁴⁰ them and him over the pavement, it might be that some such sentence as this would have come to the⁴³⁶⁰ light:

"Now how in thunder am I to tell if that's interstate commerce or if it isn't?" Jack was thinking.⁴³⁸⁰

With the same whole-heartedness that he had put into his fishing, into his woodcraft, the boy had now flung⁴⁴⁰⁰ himself into the study of the law at that hothouse for starting the delicate green sprouts which are to grow⁴⁴²⁰ into trees of justice, the Harvard Law School. He was in New York for what he would have described as⁴⁴⁴⁰ a "bat" of some days, yet his work fermented in his brain in his holiday. He was finding law, as⁴⁴⁶⁰ one mostly finds things done with all one's might, a joy and delight. Yet for all the fun of it⁴⁴⁸⁰ he was badly puzzled just now, and anxious as well as eager. After exhausting the sources of information he needed⁴⁵⁰⁰ more light.

"If I only knew a man who had a practical hold on it," his mind went on, throwing⁴⁵²⁰ out tentacles to search for help, "an older man—a clever man, a man who—" he stopped short; a brain⁴⁵⁴⁰ tentacle had touched something in the dimness. Why had there come to him in a flash the familiar atmosphere of⁴⁵⁶⁰ the woods, of fishing, of Josef and the little river and—in a flash again he had arrived. "Profanity Pool!"⁴⁵⁸⁰ The large m'sieur—Mr. Bradlee! He said he was a railroad man—he said I was to call him up⁴⁶⁰⁰ and lunch with him; he said if ever he could help me about anything he'd do it—by the sign⁴⁶²⁰ of the Scarlet Ibis. Ginger! I'm glad I thought of him. The very chap!"

He dashed into a drug store⁴⁶⁴⁰ and rushed

to the telephone booth. Here he was—Bradlee—W. R. H.—that was the man. Wall Street—yes.⁴⁶⁶⁰ And he took down the receiver and gave a number. It was a bit roundabout getting Mr. Bradlee. It seemed⁴⁶⁸⁰ that the approach to him was guarded by an army of clerks and secretaries.

"He must think he's mighty precious,"⁴⁷⁰⁰ Jack complained to himself.

One must send a name—"Mr. Vance," Jack said simply. So that when at last a⁴⁷²⁰ voice out of the long wire was speaking, the words "Yes, this is Mr. Bradlee," came with impersonal iciness. But⁴⁷⁴⁰ Jack was not given to being snubbed; his theory of the friendliness of mankind prevented that, along with other discomforts.⁴⁷⁶⁰ "Oh, hello, Mr. Bradlee," he threw back eagerly. "I hope I'm not butting into business. This is Jack Vance."

"Who?"⁴⁷⁸⁰ The chilly tone was a bit impatient.

"Jack Vance—of the Montagnard Club—we went fishing—don't you remember?"

The⁴⁸⁰⁰ identification was cut short by a shout, at the other end of the telephone in which there was no iciness⁴⁸²⁰ or impatience at all. "Oh, Jack Vance—why, Great Scott, boy, it's you, is it? I'm delighted to hear your⁴⁸⁴⁰ voice. I was thinking about you yesterday and how you fell down on the fly question. The Scarlet Ibis was⁴⁸⁶⁰ crude, was it? What have you got to say about that now?"

Jack's great pealing laughter went down the telephone⁴⁸⁸⁰ wires in response. "You certainly pasted me on that, sir," he agreed cheerfully, and then, "I want to know if⁴⁹⁰⁰ I can bother you with a question or two about railroads," he began, and explained the situation briefly. He had⁴⁹²⁰ been assigned to argue a case in one of the moot courts—the mock trials of the students—of the⁴⁹⁴⁰ law school; it was his first case; he wanted to win it "the worst way"; he was at a standstill⁴⁹⁶⁰ about a railroad question; he needed the point of view of a practical experience.

"You're a railroad man, aren't you,⁴⁹⁸⁰ sir?" Jack asked.

There was a second's hesitation at the other end of the wire, and the answer came as⁵⁰⁰⁰ if the speaker were smiling. "Well, yes—I'm called that." And Mr. Bradlee's friendly voice went on: "Tell you what,⁵⁰²⁰ my son—we can't discuss law over the telephone. Will you come down to lunch tomorrow at the Lawyer's Club?"⁵⁰⁴⁰

"Why, I'd simply love to do it, thank you." Jack agreed joyfully.

"Good. One o'clock. Come to my office. Possibly⁵⁰⁶⁰ I may find—somebody who will help me advise you. We've got to win that case if it takes a⁵⁰⁸⁰ leg—it's a sort of Scarlet Ibis case, I consider, you see." And with light-hearted laughter again at both⁵¹⁰⁰ ends of the wire the telephone was hung up.

Promptly at one the next day a tall young man of⁵¹²⁰ fresh color was handed along with distinguished courtesy from one to another of such an array of officials as guards⁵¹⁴⁰ the valuable time of magnates in great offices.

"Gee!" remarked Jack casually as he landed at last in the private office⁵¹⁰⁰ and the very presence of Mr. Bradlee. "Gee, this is 'some' different from Adelard Martel and the tent, isn't it,⁵¹⁸⁰ Mr. Bradlee?"

On the wall of the office, in a frame behind a bulging glass, hung one of the ugliest⁵²⁰⁰ and one of the most satisfactory personal possessions which earth affords, a trophy trout set up by experts. Its weight,⁵²²⁰ five and three-quarters pounds, was marked clearly in a corner, above the date, August 7, 19—. Hooked in⁵²⁴⁰ the grim black mouth gleamed a red fly. This work of art was examined, criticised, and appreciated by the visitor⁵²⁶⁰ before he took his way with his host through the swarming life of downtown to the great Equitable Building, which⁵²⁸⁰ held the famous club restaurant.

Three men were waiting in the reading-room as the two went in, three grizzled,⁵³⁰⁰ important personages, who rose up and greeted Jack's large m'sieur as one entitled to consideration.

"I want to present Mr.⁵³²⁰ Vance to you," said Bradlee. "Mr. Howell—Judge Carroll—Mr. Fitzhugh."

And Jack, gripping the hands held out with his⁵³⁴⁰ friendly, bone-breaking handclasp, failed to see the wonder at his youth on the men's faces, for the wonder in⁵³⁶⁰ his own mind that the large m'sieur had found him worthy to meet these bully old chaps, who were quite⁵³⁸⁰ evidently somebodys. Somebodys—who? He wondered further. Shortly he found out.

"I asked you three here," Bradlee began, waving a⁵⁴⁰⁰ comprehensive oyster fork, "to meet Mr. Vance, for a purpose."

A bar of red crept up the clear brown of⁵⁴²⁰ the boy's cheeks. He had not realized that these dignified persons had come to meet him! He would have described⁵⁴⁴⁰ himself as "rattled."

Bradlee went on: "It will advance the purpose if I mention who you all are. Jack, Mr.⁵⁴⁶⁰ Howell is the president of the I. S. I. & O. Z. D.; Judge Carroll, whom I luckily caught in⁵⁴⁸⁰ town for the day, is on the Interstate Commerce Commission; and Mr. Fitzhugh is general counsel of four railways in⁵⁵⁰⁰ the West and South. If anybody knows what you want to find out, these gentlemen do."

"Holy mackerel!" said Jack⁵⁵²⁰ simply, and flushed scarlet having said it, and murmured something about "Certainly am mighty grateful." But the four, at the⁵⁵⁴⁰ awe in the tone, at the untrammelled expletive, at something winning and indescribable in the lad's embarrassment, broke into sudden⁵⁵⁶⁰ laughter, and Bradlee, well pleased, knew that the charm which he had felt in the youngster was working. With that⁵⁵⁸⁰ he was telling what most men like to hear, a fish story—the story of the Scarlet Ibis.

"So you⁵⁶⁰⁰ see," Mr. Bradlee finished, "Izaak Walton Vance slipped up on the fly, and the humble scholar guessed right. But the⁵⁶²⁰ lad gave me the best time I've had for

twenty years, bar none, and he taught me how to fish⁵⁶⁴⁰—I consider that worth anywhere from ten to forty million. So I'm his debtor to a large amount, and I⁵⁶⁶⁰ want you three gentlemen to help me pay an installment on my debt. I want you to help the boy⁵⁶⁸⁰ win his case in his moot court up at the Harvard Law School. That's what you're here for."

"Speaking for⁵⁷⁰⁰ myself, it will be a pleasure if I can help Mr. Vance," Fitzhugh enunciated with elaborate Southern courtesy. "And speaking⁵⁷²⁰ for people in general, they certainly are likely to do what Billion Bradlee asks."

The lad swung about and flashed⁵⁷⁴⁰ a startled look at his host. "Are you—" he began and stopped.

Bradlee frowned slightly. "You've heard my nickname, I⁵⁷⁶⁰ see," he said. "You didn't place me before?"

"Place you—well I just didn't, sir," Jack smiled broadly. "You know,⁵⁷⁸⁰ I thought you were so darned extravagant about that Leonard rod." And Bradlee smiled too, pleased with the comrade-like⁵⁸⁰⁰ confidence. He laid a fatherly hand on Jack's arm.

"State the situation now, Izaak Walton," he commanded. (5817)

(To be concluded next month)

240 Words-a-Minute Championship—Jury Charge

(Concluded from the October issue)

—consider that the plaintiff has the burden of proof as to⁸⁴⁰ every essential fact which is necessary to make out her cause of action.

That the plaintiff must sustain the burden⁸⁶⁰ of proof to your satisfaction, by a fair preponderance of the evidence, and if she does not do that, if⁸⁸⁰ the evidence preponderates in favor of the defendant, or is evenly balanced, then the plaintiff has failed to make out⁹⁰⁰ a cause of action, and your verdict must be for the defendant.

The Court further instructs the jury that you⁹²⁰ are the judges of what weight you will give to the testimony of each witness.

In determining the credibility of⁹⁴⁰ each witness you must use your intelligence as practical men just exactly as you do in the ordinary affairs of⁹⁶⁰ life, where you make up your minds as to the character of the various men and women with whom you⁹⁸⁰ come in contact in business or social life. Every one of you, by listening to the witnesses on the witness¹⁰⁰⁰ stand and observing their demeanor, can make up your minds as to whether you believe them or not. Some people¹⁰²⁰ observe more quickly and more rapidly and express themselves more accurately than others.

The Court instructs the jury that you¹⁰⁴⁰ should bear all these things in mind in regard to each witness and then decide as to the amount of¹⁰⁶⁰ credence that you will give to that witness, and then compare the various

witnesses, and by that process come to¹⁰⁸⁰ a conclusion as to what the real facts in the case are.

It is your duty to weigh with care¹¹⁰⁰ the testimony of all interested witnesses, such as the plaintiff, as well as the testimony of the various employees of¹¹²⁰ the defendant, that is to say, the testimony of such a witness who has something to gain or something to¹¹⁴⁰ lose by your verdict. If you believe that an interested witness has sworn falsely, you may disregard such testimony in¹¹⁶⁰ whole or in part; but if you believe the testimony of an interested witness, you may accept it and give¹¹⁸⁰ it the same value as you would the testimony of any disinterested witness.

You are further instructed that the mere¹²⁰⁰ fact that two or more witnesses have testified to a given state of facts, which is not borne out by¹²²⁰ the physical conditions surrounding the situation in question*—(1228)

* The five-minute dictation ended here.

Short Stories in Shorthand

The Kill-Joy

Wife: Have a good time on your fishing trip?

Husband: No; some fool brought along a pair of scales. (19)

An Oversight

Judge: You are charged with breaking a chair over this man's head.

Prisoner: I didn't mean to break the chair,²⁰ your worship. (22)

Reassurance

Car owner: You sold me a car about two weeks ago.

Salesman: How do you like it?

Car owner: I²⁰ want you to tell me everything you said about that car all over again. I'm getting discouraged. (37)

Those Screaming Plaid?

"I can't find any old clothes for my scarecrow," said the farmer.

"Use some of the fancy things the boy²⁰ brought home from college," replied the wife.

"I'm trying to scare the crows, not make 'em laugh." (37)

Opportune Moment

A man traveling for a firm of Scotchmen struck a blizzard at Anaconda, Montana. He telegraphed the company, "Snowbound at²⁰ Anaconda. What shall I do?"

The firm replied: "Take your vacation." (31)

What She Heard

A woman was very ill. Her doctor brought a specialist to see her. She had warned her sister to hide²⁰ behind a screen in the drawing-room, in order that she might overhear their opinion when in consultation after examination.⁴⁰

When the doctors came into the drawing-room the specialist said, "Well, of all the ugly-looking women I ever⁶⁰ saw, that one is the worst."

"Ah," said the local doctor, "but wait till you see the sister." (78)

The Teaching of Typewriting

(Continued from page 108)

The Technique of Reaching Drills at the Machine

The best way is to teach the students how to lock their keys (and carriages) at the end of the line with the aid of the margin stop controlling the right margin. Order "Lock machines at end of line. Hands on keyboard" (implying assumption of home position). Then—"Eyes forward" (watching the teacher, who demonstrates the reaching movement on an exaggerated scale in the air, supplementing this with the aid of a wall chart if desired.)

Now, slowly at first, but with increasing speed, lead the class through drill to make the following individual typing movements, them-

selves participating in the calling of the commands:

j Feel it. (pause) *h* Feel it. (pause) *j* Feel it (pause), repeating it two or three times.

Then—

(Command) *j* (pause) *h* (pause) *j* (pause)

(Students feel) *j h j*

completing the first group in about seven seconds. This corresponds with drill steps 3c and 3f in Table I, and furnishes the stu-

dent with an experience which is to be made the basis of a "movement pattern" in executing drill steps 3g and 3h.

The next step is to acquire a skillful movement pattern with the keys locked, so that when actual typing begins the finger will be easily guided and the delivery of the energy as to amount and timing better controlled.

This is done merely by reducing the length of the pauses and by emphasizing through the teacher's commands the new movement being learned—in this case, the *h*-movement:

(Command) *jhj* (pause) *jhj* (pause), continuing—

(Students type) *jhj jhj*

Repeat until the two combinations illustrated above can be fingered through (with the keys still locked) in well under two seconds.

We are now ready to weld the elements thus far learned into a correct *h*-typing movement. Have carriages returned to the beginning of a new line and ask the students to type the drill on *jhj* as outlined, commencing with the word "Then—" (back on the previous page), the teacher and class still calling the commands indicated, at first slowly, but with increasing speed.

Always allow some pause after the completed combination, *jhj*. This will induce the relaxation-tension-relaxation required in correct technique planning (drill step 3g in Table I.) Repeat this drill until three sets of this three-letter combination can be typed in unison in two seconds—still with the slight pause between each set.

Remain at each ascending speed level until 100 per cent accuracy and good fluency (on each single combination) are attained.

Varying the Drill

A variation of this drill may be desirable if in the earlier, slow dictation some students fail to keep in unison. This consists of the teacher announcing the letter which is to be typed, followed, after a suitable pause, by the command—"Strike," thus:

(Command) *j* (pause) Strike. (pause) *h* (pause) Strike. (pause) *j* (pause) Strike.

(Students type the characters, without calling the commands, as the teacher calls "Strike.")

After a few repetitions, the teacher will find it possible first to eliminate the pause after the command to strike; and later to eliminate the command "Strike" itself as mental skills improve and stimulus and response draw closer together. It is surprising, however, how many pupils need this pause to allow them to get the right mental set and learn to "will the movement" (drill steps 3h, 4e).

Special emphasis should be placed upon "how it feels" to execute the command to

"strike." This is the quickest and most dependable way to establish the kinesthetic control desired. At this stage it often helps to review the 1-2-3-4-5-6 drill on the *h*-movement. This renders the correct typing movement more vivid and makes for easy recall.

When learners can type three of these combinations (or of any other similar combinations) in the space of two seconds it will be found that their typing movements (responses) follow practically simultaneously the commands dictated. This will be materially hastened if, after the first slow applications are successfully made, the students utter the commands in unison under the teacher's leadership. The principle involved is that they are concentrating and stimulating their learning and effort through other channels (their speech organs) and this tends to produce the very simultaneous action of mind and finger which is desired to make stimulus and response one. To stop short of this goal spells failure to achieve the degree of skill upon which word and sentence habits can be successfully built.

Backward Learners

It is probable that some individual teaching will be required in order to assist backward students to master this reaching drill technique. Considerable time can be saved by grouping all such students in one part of the room and going through the whole process of presenting the drills again. Either some of the mental steps which the brighter ones took without effort must be elucidated, or more time must be allowed and the students helped in directing their physical movements.

Every teaching act, however, should be calculated to make the backward student feel a real sense of some small progress made. Curt criticisms are particularly out of place at this stage, because they are destructive of everything the teacher needs to insure teaching and learning success. They smother weak enthusiasm, kill honest (if bungling) effort, and betray the teacher's lack of professional adaptability and competence to even the dullest student. If the student is unable to take a step, provided of course he is trying, the teacher's first recourse is to make a careful analysis of the step to see if it can be broken into simpler units. Some thought or directive control is usually slighted and needs only to be clearly demonstrated and drilled on to be mastered. This is the teacher's, not the student's, responsibility.

Testing the Result

From this reaching drill, the teacher will be able easily to pass on to the calling of the newly-learned movement as an isolated item. This is really drill step 6 in Table I.

In the case of *h*—

(Teacher commands) *h* (pause) *h* (pause) *h* (pause)

(Students type) **hhh**

and, if the teacher wishes, she may take this opportunity to perfect skillful *h*-movement by using the basic touch or movement drill (1-2-3-4-5-6; pause; *h*) which the students

type thus: **hhhhhhh**

being careful to bring their fingers back to *j* between the sixth *h* of the rapidly struck group and the final *h* which really approaches most closely to the normal *h*-stroke. The matter of inserting a space between the sixth and last *h*, or after the last one, is one for personal opinion to settle, although the writer recommends that it be omitted until words are attacked. It contributes heavily to mispositioning of the hand, and to that extent vitiates the good effects of the drills on isolated typing movements.

It is surprising to watch how rapidly the average class will master this basic movement drill. They will very shortly be able to work such drills by themselves on any movement they feel needs attention. The calling of the 1-2-3-4-5-6 soon becomes irksome; it is unnecessary once the technique of the drill is mechanized. After a sufficient number of individual typing movements have been learned, the drill can be varied by drawing the first command on a letter and uttering the second command sharply:

(Command) *h* (drawed) (pause) *h* (sharply)—
likewise for other letters in succession.

(Students type) **hhhhhhh fffffff**
uuuuuuu rrrrrrr

It is important to note a teaching caution to be observed whenever the teacher commands the student to type any reached key, such as *h*, *u*, or *r*, separate and apart from any drill in which it is associated with its home keys. Let us say the teacher is convinced that the students have acquired the requisite skill in the execution of the *jhj* drill, and she commences calling sharply:

h (pause) *h* (pause), etc.

Every two or three strokes she should interpose the question, "Where are your fingers?" and the class will soon be well reminded that their fingers must return, according to the complete movement pattern, to the *j* home key. This is essentially a step in the mental learning process, but, if the reaching drills have been properly exercised at the higher speeds with good accuracy and fluency, the student will make the mental adaptation very quickly and easily. The question also keeps the students' minds closely focussed upon

the real nature of their learning problem—the making of correct movements with no exceptions.

Although it may seem gratuitous to suggest it, experience leads us to repeat that the only true purpose of the reaching drill is to teach the correct individual typing movement up to a certain degree of skill. That foundation laid, the drill's usefulness is at an end except for individual (not class) use when a student feels the need for a specific review of the complete movement cycle with a view to improvement. As a matter of fact, the striking of the home key before and after the making of the movement being learned tends to slow down the new movement; and the drill to that extent prevents the development of the best skill of which the typist is capable. The highest standards of skill (combined speed, accuracy, and fluency) in the execution of individual typing movements are usually seen in the typing of *combinations* and *words*. Once the basic movement pattern is correct, drill should be centered upon combinations and words, especially those known to be frequently used, for skill developed on them will certainly be retained and improved, while skill acquired on these elementary reaching drills is equally certain to disappear without an unwarranted amount of constant review.

Teachers who do use these basic drills should always remember that if they are to contribute to the immediate improvement of typing skill they must be typed at an optimum speed, with optimum accuracy and optimum fluency. There is far too much precise, deliberately slow, mechanical typing of such drills, with a stalking touch, at all stages of our courses today.

(Next month: "Combination and Word Drills.")



Personal Typewriting

(Concluded from page 104)

chines may be purchased at a low price on the installment plan or may be rented at a very low monthly rate. It seems reasonable to suppose that the modern family, which has its car, its radio, its vacuum cleaner, and the like, can afford forty or fifty dollars for a family typewriter. In addition, the typewriters of the school may be made available to students at certain hours so that they may type their own papers for other classes.

To sum up: Personal typing for everyone is a worthy ideal. The modern world uses the typewriter for almost every type of communication. Every student—not just those in the commercial department, but those in all departments—may profit by taking such a course. Let the slogan, "TYPEWRITING FOR EVERYBODY," be sounded until it has been completely accepted by every school administrator, for every student, everywhere.